

# Work KnowHow

A RESOURCE FOR EMPLOYMENT  
AND CAREER SPECIALISTS

by Dent Davis

for the Tennessee Department  
of Human Services

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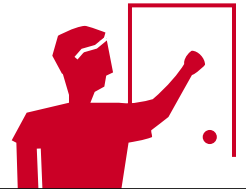
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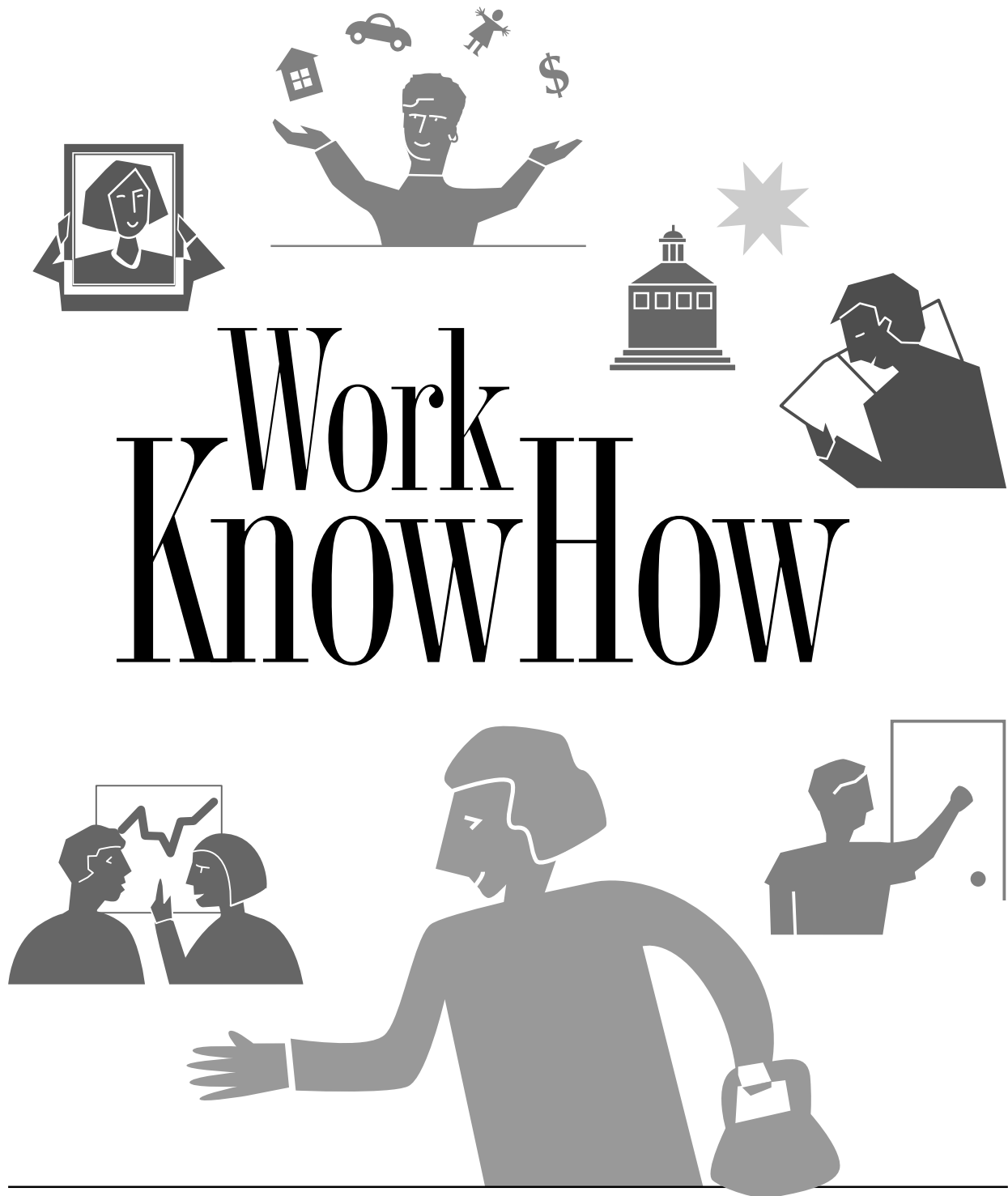
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A RESOURCE FOR EMPLOYMENT AND CAREER SPECIALISTS



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Special appreciation is also extended to the more than 800 facilitators and instructors involved in Families First, as well as the 160 Families First participants who took part in the COLAB Project in 1999-2000 and 2000-2001 where some of the key ideas in this book were developed and tested.

## A Note On Terminology

Those persons who participate in Families First are referred to in a variety of ways: as customers, participants, and clients. This book refers to individuals who are a part of Families First as “participants.”

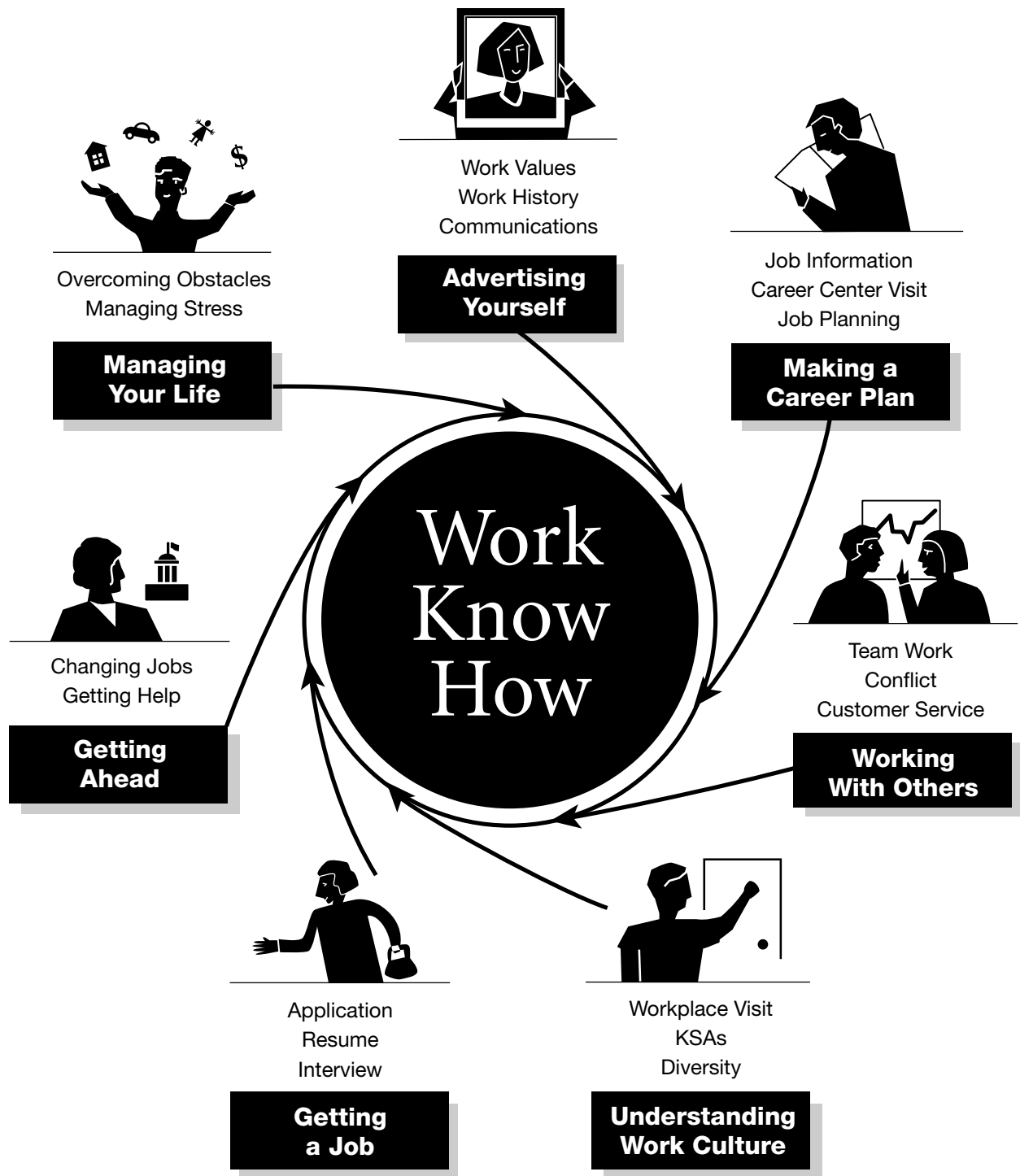
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# How to Use *Work Know How*

- *Work Know How* is designed for use by the Employment and Career Specialists involved in Families First as a resource for job readiness training.
- *Work Know How* is divided into modules, each lasting approximately one hour.
- Many modules utilize worksheets and handouts that should be copied by facilitators for use in a particular session.
- Facilitators will need a chalkboard or flip chart and markers for most sessions. Other requirements are listed as a part of each module under the section, "Preparation."
- The worksheets, handouts and individual modules are listed in the Table of Contents, and at the back of the book in the Index.
- A chart showing the suggested sequence of modules is found on page 1.20.
- Feedback and suggestions on the resource *Work Know How* should be directed to the author, Dent Davis, Institute for Work and Learning, 606 Forest Hills Blvd., Knoxville, TN 37919. Phone: (865) 450-5036. Email: dcdavis3@bellsouth.net
- Feedback and suggestions on the function and role of the Employment and Career Specialist, Families First and the Department of Human Services should be directed to Ms. Cresa Bailey, Department of Human Services, Citizens Plaza, 12 th Floor, 400 Deaderick Street, Nashville, TN 37248 Phone: 615-313-4767 Email: cbailey@mail.state.tn.us
- *Work Know How* is designed to be facilitated rather than taught. *Work Know How* assumes that participants in Families First bring a wealth of practical experience and knowledge to their training activities. *Work Know How* assumes that everyone is a learner and everyone is a facilitator at different times. The Employment and Career Specialist may have more training and experience in facilitation. Families First participants may bring more actual life experience to the *Work Know How* classroom. There is something for everyone to teach and something for everyone to learn in their participation in *Work Know How*.

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↖ = Participant Worksheet

\* = Handout or Note to Facilitator

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# Philosophy of *Work Know How*

## Why This Approach?

In the new world of welfare reform, speed and effectiveness in learning are more important than ever. Successful employment and economic self-sufficiency are key goals of Families First, Tennessee's welfare reform initiative. Because participants have a limited amount of time to achieve employment success, effective training and education are critical. Participants have diverse perspectives regarding employment and the management of their dual roles of parent and worker. *Work Know How* builds on the participants' strengths and interests, creates positive learning experiences, and links the skills they use in their everyday life to those needed in the workplace.

This *Work Know How* model utilizes accelerated learning strategies to help increase the effectiveness of the learning process. It builds on previous research that identified effective learning strategies of more than 650 facilitators involved in Families First (*Learning that Works*, Davis, 2000), as well as employer perspectives on essential workforce skills (*Keys to the Future*, Davis, 1999). Facilitators affiliated with Job Search, Job Club, Job Development, and Welfare to Work contributed to this model, and *Work Know How* incorporates many of the successful strategies used in these programs.



**A model for effective job readiness training is more critical today than ever.**

## What Is Accelerated Learning?

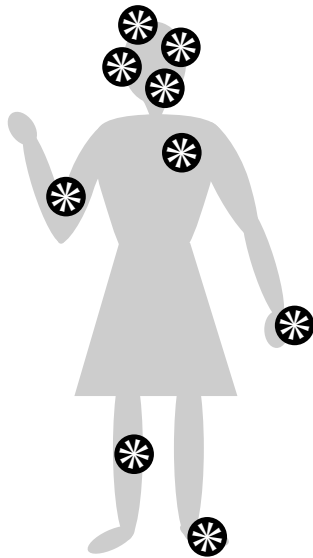
Accelerated learning refers to learning that is faster and more effective. Learning refers to a change in thinking and behavior, from an old way of thinking and behaving to new knowledge, attitudes and skills. According to Lou Russell in the *Accelerated Learning Fieldbook*, accelerated learning means changing behaviors with increased speed. (Russell, 1999, p. 4) Accelerated learning involves the use of learning strategies based on the latest brain research. This research has underscored the fact that adults learn in different ways. Accelerated learning seeks to maximize learning effectiveness by focusing on:

- Multiple Intelligences
- Learning Environment
- Learning Styles
- Steps in the Adult Learning Cycle

Research has shown that each of these areas is important for effective learning.

## Multiple Intelligences

In 1985, Harvard psychologist and researcher Howard Gardner wrote *Frames of Mind*, a book that challenges traditional assumptions about intelligence. Gardner noted that intelligence is far more complex than previously thought and that people actually make use of a variety of mental aptitudes in order to process, utilize and share information. *Work Know How* focuses on eight different “intelligences” or ways that people process information:



**Researchers have shown that adults do have a learning preference and that they also utilize different styles of learning, depending on the situation.**

- Visual or spatial
- Linguistic or verbal
- Mathematical or logical
- Bodily or kinesthetic
- Musical or rhythmical
- Intrapersonal
- Interpersonal
- Naturalist

**Visual or Spatial Intelligence.** Individuals with a high degree of visual or spatial intelligence think best visually. They organize their thoughts spatially and like to **see** what is being discussed. For these individuals, “seeing is understanding.” They tend to use charts, graphs, maps, tables, illustrations, art, puzzles, and costumes—anything eye catching.

**Verbal or Linguistic Intelligence.** Verbal or linguistic individuals enjoy language: speaking, writing, reading, or listening. Individuals with a highly developed verbal or linguistic intelligence tend to be more successful in traditional educational settings where this intelligence is often emphasized.

**Mathematical or Logical Intelligence.** Individuals who display an aptitude for mathematical or logical intelligence enjoy numbers, logical reasoning, and problem solving. Where problems are logical or structured, individuals with this form of intelligence excel. Mathematical or logical intelligence is highly prized in traditional educational classes and work environments that depend on logic, to organize multiple activities as well as behavior and structure.

**Bodily or Kinesthetic Intelligence.** Activity is a very important aspect of thinking for individuals with a high degree of bodily or kinesthetic intelligence. These individuals are literally “hands on” learners. Movement, activities, games, and construction all are important ways of thinking and solving problems. Kinesthetic individuals do not like to “sit still” while they learn.

**Musical or Rhythmic Intelligence.** Individuals with a highly developed musical intelligence use rhythm and music in their thinking. They like to play music and listen to music. They enjoy the rhythmical aspects of language and conversation. Songs, patterns, and tones are important aspects of their thinking process.

**Intrapersonal Intelligence.** Persons with a highly developed intrapersonal intelligence often learn from the inside out, focusing on their own feelings, ideas, and values as they solve problems or reflect on the world around them. They often see the world through their own unique perspective.

**Interpersonal Intelligence.** People with a high degree of interpersonal intelligence are often identified as “people persons.” Interaction with other people is a critical part of their thinking process and is also important in problem solving. Interpersonal intelligence is often associated with effective collaboration.

**Naturalist Intelligence.** For some individuals the elements of nature are especially important for adequate understanding and problem solving. Individuals with a highly developed naturalist intelligence tend to love the outdoors, animals, plants, and nature in general. These individuals also enjoy the process of classifying subtle differences in meaning.

**Understanding the full range of intelligences, as well as the fact that each individual tends to embody intelligences in a different way, can help facilitate learning and communication.**

Gardner and others who have studied multiple intelligences assert that people use more than one form of intelligence. However, most tend to use fewer than the eight intelligences covered here, especially in challenging situations. Understanding the full range of intelligences, as well as the fact that each individual tends to embody intelligences in a different way, can help facilitate learning and communication.

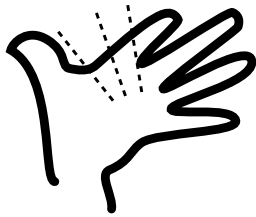
For example, in the process of successfully obtaining a job, each of the different forms of intelligence intelligences can contribute. The intelligence or intelligences that people prefer to use may also offer clues to the kinds of work that they may find more meaningful. (See Table 1).

**Figure 1. Activities Associated With the Different Forms of Intelligence**

Form of Intelligence	Activities
Verbal / linguistic	Read books, magazines, or newspapers
Visual / spatial	Tour the workplace; observe jobs being done; visualize what a job might be like
Logical / mathematical	Make a plan and schedule; keep lists
Bodily / kinesthetic	Go to a Job Fair; visit a workplace; participate in a mock interview
Musical	Use music or rhythm to relax or to help remember information
Intrapersonal	Keep a diary; focus by thinking about life goals and specific jobs; self affirmations
Interpersonal	Support group for job search; role play and mock interviews; conversations, “thinking out loud”
Naturalist	Walk to the interview; seek jobs that emphasize natural environments

## Learning Styles

Closely related to Multiple Intelligences is the concept of Learning Styles. For years those involved in Neuro-Linguistic Programming (NLP) have studied the ways that individuals take in information and learn. Researchers have identified three primary styles for taking in information: the visual, the auditory, and the kinesthetic.



**Researchers have identified three primary styles for taking in information: the visual, the auditory and the kinesthetic.**

**Visual Learners.** Visual learners take in information through sight. Visual learners may prefer television, video, computers, books, or other mediums. They may prefer only one medium or they may like many different ways to see the subject. Visual learners also care about color and appearance. They like to paint a verbal picture even as they describe something. Visual learners need to be able to create a picture in order to learn. The picture can be within the person's mind or it can be external as they draw or doodle. Visual learners appreciate illustrations, pictures, charts, or graphs. Visual learners represent a majority of the U.S. population.

**Kinesthetic Learners.** Kinesthetic learners like to learn by doing. They enjoy active movement. Physical movement is a part of the learning process. Information is remembered through activity. Kinesthetic learners often associate learning with various physical experiences, including eating. Activity can be internal or external. External activity includes such things as physical touching, body movement, hands-on activity, or even note-taking (which simulates actually doing something). Internally, kinesthetic learners like to test their emotions or feelings about learning, "How does this idea feel?" Kinesthetic learners are very concerned about how the instructor teaches. The voice and body language of the facilitator may be almost as important as their message. Less than half of the U.S. population is made up of kinesthetic learners.

**Auditory Learners.** Auditory learners prefer to learn by listening. Sometimes their listening will seem quite active. Often auditory learners will use conversations in order to learn. Some auditory learners are more internally focused; they like to talk and listen to themselves as they learn, but will appear silent to an outside observer. Auditory learners will often pause in conversation as they process information to "listen" internally. Auditory learners make up less than 25% of the U. S. population.

## Implications for Learning Effectiveness

Sometimes it is easy to assume that everyone learns the same way. Learning experiences that focus only on a narrow range of intelligences or learning styles are not effective institutions where there are a broad range of adult

learners. This is one reason why “lectures” are often described as “boring.” Activity-based learning has the greatest potential to engage the widest variety of learning styles and intelligences. Since there is more than one way to participate in the activity, participants can automatically make use of the style of learning that suits them best as they work to accomplish the goal of the activity. People learn more effectively when they can utilize their natural preferences for learning style.

Observing a learning experience, it may seem easy to identify a person’s learning style. However it would be a mistake to assume that a person only learns in a single way. Researchers have shown that while adults may have a learning preference, they can also utilize different styles of learning, depending on the situation. A challenge for facilitators is to structure a single learning experience so it addresses multiple styles of learning. Whatever the content, for effective learning it is important that learners be able to see it, hear it, do it, and feel it.

**People learn more effectively when they can utilize their natural preferences for learning style.**

## Learning Environment

The learning environment is an important part of the accelerated learning approach used in *Work Know How*. Educators have long known that the environment affects learning. Research shows that such things as color, seating arrangement, visual displays, and even the time of day can affect the quantity and quality of learning. Changes in the learning environment can make a significant difference in the effectiveness of learning. While educators may not be able to make every change they would like to make in their learning environment due to of policy or budget limitations, improvements are usually possible. Environmental concerns that researchers have found important in accelerated learning include:

**Color.** Color tends to get a person’s attention and can aid in memory. Used inappropriately it can also be a barrier to the learning experience. Red is a dramatic color. It is no accident that stop signs are red. Gray, for example, is more neutral, often almost un-noticed. Blue is calming. Bright colors tend to be stimulating. There is no magic formula for the proper use of color. What is clear is that color affects learning.

**Visuals.** Educators have long realized the beneficial effect of visual images used in the learning process. Posting charts, pictures, quotations, and other things related to the theme of the class can significantly contribute to learning effectiveness by multiplying a participant’s exposure to the material. Often visuals are used to reinforce learning objectives, increase motivation, convey important information such as the agenda, and to display the work of participants.



**Effective learning has a balance. Participants need to experience challenge to grow, but the challenge has to be within the limits of their ability to understand and accomplish it.**

**Seating.** People like to choose where they sit. The arrangement of the room makes a difference. If the room is too crowded or too big for the group, learning effectiveness may suffer. People need to be able to look at each other if they are discussing a topic, or have a comfortable place to write if that is an important part of the activity.

**Relationships.** Research shows that relationships are a powerful stimulant to effective learning. A supportive relationship between the facilitator and participant is often a key reason participants persist even when learning is challenging. Participants can be encouraged to form supportive relationships with one another. Working in pairs or on teams, and working with others to brainstorm ideas and solve problems helps participants engage more fully in the learning experience.

#### **OTHER ELEMENTS OF AN EFFECTIVE LEARNING ENVIRONMENT**

Several of other environmental factors that affect learning have been identified by various researchers. Among them:

- **Respect, positive attitude, and affirmation.** A learning environment where there is a high level of respect among participants and facilitator, and where that respect is demonstrated in affirmation and attitude has a positive effect on learning.
- **Safety.** Participants must feel safe in order to learn. Physical safety is usually not a concern in an adult classroom. However, emotional safety can be a concern. Participants must feel valued and respected for learning to take place. If a participant feels belittled, or if other participants make fun of a person, or if a participant is made to feel stupid or ashamed, their natural tendency is going to be to avoid the situation. Whether the avoidance is quitting the program altogether, habitual attendance problems, emotional withdrawal while in class, or an increased level of resistance, the participant's behavior negatively affects their learning and the learning of others.
- **Time of day.** Some people learn better in the early part of the day, while others prefer a time later in the day.
- **Movement and energy.** Many adult learners like a high-energy situation where there is a lot of movement and activity. They learn more when there is more going on, when the environment is too quiet, they may go to sleep. Other learners need silence to concentrate. Since there are always a variety of learners in every classroom, the learning environment needs variety also.

- **Music.** The use of music and rhythm has been shown to positively affect the retention of information. Called the “Mozart effect,” this insight grew out of a 1993 study where music was demonstrated to have a positive effect on test scores. What is important is the finding that music and rhythm do not distract from the learning process, but actually enhance learning for some people.
- **Refreshments and/or break times** have a positive effect on participant attitudes and learning. Even the simple act of sharing a piece of gum at times can affect a learner’s attitude.
- **Balance.** Effective learning has a balance. Participants need to experience challenge to grow, but the challenge has to be within the limits of their ability to understand and accomplish it. Too little challenge and there is boredom and no growth. Too much challenge and many participants will simply give up because they see the task as too hard. Elements that are important in this balance include:
  - **Stress.** There needs to be enough stress in a learning experience to stay awake, engaged, and challenged, but not so much stress that it gets in the way of concentration and learning.
  - **Structure/Flexibility.** There should be enough structure so the new experience is comfortable and the steps and ground rules are clear, but also enough flexibility for the learner to effectively use their own skills, learning style, and life experience in the learning task.
  - **Respect and responsibility.** Respect and responsibility are linked. The greater the sense of respect for self, the greater the sense of personal responsibility. A lack of personal responsibility can also lead to decreased respect and even conflict.
  - **Affirmation and feedback.** Effective learning experiences include a healthy balance of affirmation for the experience and skills that the participant brings to the learning experience, and feedback on specific areas that need to be improved.
  - **Facilitator and participant leadership.** Effective learning experiences involve strong facilitator leadership. Adequate preparation, good organization, and creative facilitation are important. It is also important for participants to develop and exercise their leadership skills as a part of the learning experience. In the most effective learning experiences, everyone is a teacher—in some way or at some time, and everyone is a learner all the time!
- **Ground rules for participation.** Ground rules provide a road map for the participant so she or he can clearly understand how they are supposed

**Ground rules provide a road map for the participant so she or he can clearly understand how they are supposed to act in the class. Without ground rules, participants will spend a lot of time trying to figure out the rules, or what is expected.**

to act in the class. Without ground rules, participants will spend a lot of time trying to figure out the rules, or what is expected. Examples of effective ground rules include:

- Be on time, every day.
- Listen for understanding before telling your side.
- Talk in turn.
- Don't talk too much.
- Speak for yourself.
- Be respectful.

**Awareness is the foundation of learning.**

**A person who is aware is focused, alert, and able to see and hear things.**

Each group should work with their facilitator to establish the ground rules for the learning activity. They should be posted on the wall so everyone can see them.

## The Four Phases of the Adult Learning Cycle

There are four steps or phases in the adult learning cycle:

- Awareness
- Activity
- Reflection
- Connection

Each step represents an important aspect in the process of adult learning. Although these phases can occur in different sequences and may be emphasized to a different degree depending on the learning task, all are important. Incorporating each of the four phases in the learning experience will increase learning effectiveness and accelerate the learning process.

### **Awareness**

Awareness is the foundation of learning. People get in the habit of acting automatically and not paying attention to what is going on around them. They may look at something every day, like a picture hanging in the living room, yet not actually “see” the details of the picture. Awareness involves a person becoming conscious of something. A person who is aware is more “focused,” and able to see the details. An aware person notices what is happening around them. Awareness involves mindfulness, being attentive, and observant. When a person is aware of the topic being studied, they are focused and more receptive to learning. Awareness helps a person change their behavior, increase their knowledge, and develop new skills.



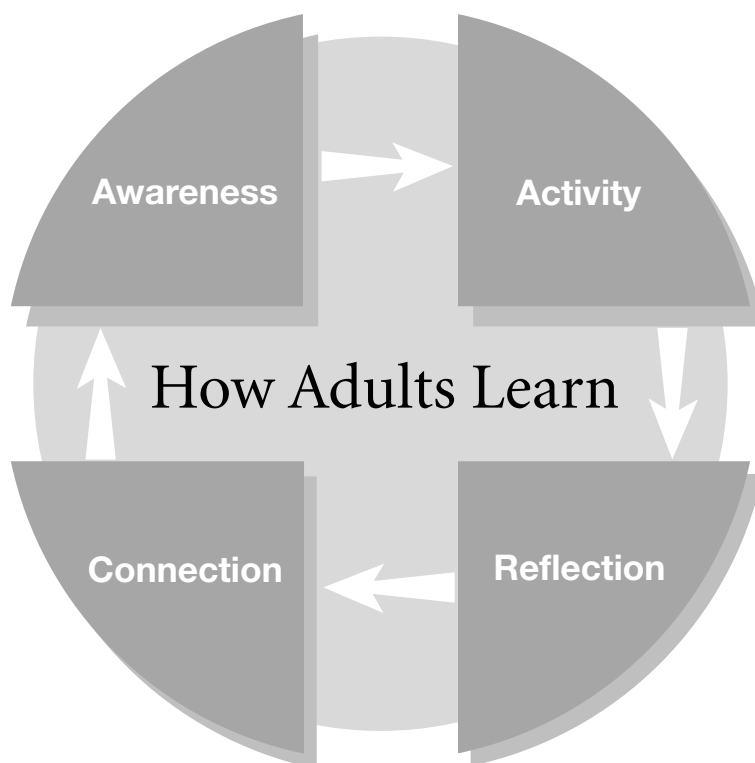
Awareness is the foundation step in *Work Know How*. Each module has a short exercise designed to increase a participant's awareness of the theme of the module. The environment of the room and special activities like field trips can also increase awareness. Awareness is foundational to learning, but awareness alone does not guarantee change in knowledge, skills or behavior. Effective learning is linked to activity.

## Activity

In traditional education, information comes from the textbook and the teacher. In the world of work, information comes from many different sources. Real-life learning is a complex process. Active learning experiences simulate more of that complexity and assist participants in developing skills to apply their learning to real-life situations. Instructors and facilitators who have used activity-based learning report that active learning approaches are more effective than traditional teacher-centered approaches. Program participants report that in almost all cases, active learning approaches are more fun, more interesting, and memorable. Most importantly, they learn and remember more.

**Program participants report that in almost all cases, active learning approaches are more fun, more interesting and memorable. Most important, they learn and remember more.**

**FIGURE 2.** The Four Phases of Adult Learning



**Reflection helps a person remember what has been learned and also apply learning to concrete problems and situations.**

Active learning is hands-on, involving the five senses and has a physical, mental, emotional, and even a spiritual aspect. Active learning involves learning through experience, usually through experiences that mirror everyday life. When involved in active learning, participants focus on a specific activity, figuring out the connections between the activity and the concept to be learned, and the applications of the learning to other life experiences. Learning that is active often simulates some aspect of work experience in order to practice the key areas of knowledge, skills and attitudes required. In these experiences participants try out vocabulary, behaviors, and thinking that will be important to successful employment, yet they do it in a structured and supportive learning environment. This supportive learning environment is like a kitchen stool or a ladder, enabling the participant to more easily reach something that would be out of reach or hard to reach because of their limited knowledge and experience.

### **THE IMPORTANCE OF ACTIVE LEARNING**

There are three reasons why activity-based learning is especially important: memory, feedback and collaboration.

**Memory.** Research has shown a strong correlation between activity and the ability to remember and apply what is taught over time. Participants remember more because they actually participated in the activity. Most of the learning that takes place in a work environment is activity-based. On the job training is a common form of active learning. The process of observation, practice, feedback, and performance is probably the most common form of learning used in workplaces. Most orientation in small companies takes this form.

**Feedback.** Timely feedback is a key benefit of active learning approaches. Most active learning experiences produce an immediate, observable effect. In traditional education, observable effects are rare. One example is “board work,” where a student is asked to work a math problem on the board in front of the class. Most feedback in traditional education is indirect. The test is completed and handed in. The teacher grades it and reports the score to the student the next day. When playing sports or doing an art project, observable effects are readily apparent. The shot either goes in the basket or it does not. An observer can see what the picture looks like.

**Collaboration.** Collaboration is often a part of active learning experiences. Participants strengthen their interpersonal skills as they work together to solve complex problems, often teaching each other. As participants acquire more skill in active learning approaches they assume a part of the responsibility for giving and receiving feedback. Motivation and interest increase.

Learning activities can take many forms. Exercises, field trips, projects, role-plays, and discussions all are activities. Writing is a form of active learning that is common in many traditional classrooms. Writing helps to reinforce concepts and vocabulary. It also helps to document the participant's learning. Writing helps a participant remember and helps the facilitator document participant learning effectiveness. Keeping a learning log is a good way for participants to document their learning experience.

Active learning strategies have been successfully used in learning the key areas of Knowledge, Skills, and Attitudes (KSAs) identified by Tennessee employers as important for success at work (Davis, 1999; Davis, 2000). The University of Tennessee Center for Literacy Studies has documented the success of using active learning approaches with adult basic education teachers to learn the KSAs more effectively (Brian & Sawyer, 1999; White & Eubank, 1999). Exercises used for training in many workplace or business settings are often useful in Families First classrooms. (e.g., *Working Together*, Davis & Ziegler, 1992). Many facilitators keep files and notebooks of these types of exercises and resources, indexing the basic concepts. As the need arises, they pull the exercise and use it to teach a specific concept, adapting it as appropriate.

Developing activity-based experiences takes time, but the reward of engaged learners who can apply what they have learned is worth it. Active learning strategies are at the heart of the accelerated learning process and are critical to the success of *Work Know How*.

**Connections help participants learn how to transfer concepts, facts, and knowledge from one situation to another or one job to another.**

## Reflection

Awareness and activity are important phases in the adult learning process. Experience alone can help a person remember and repeat a skill or behavior, but it does not teach a person how to refine the learning or apply it in different settings. Reflection enables a person to make sense of a learning activity and convert the experience into something that has a particular meaning for them. Key questions addressed by reflection are: "What did this experience mean for me?" and "How do the things that I learned apply to my situation?"

Reflection involves thinking about an activity or experience. Reflection means to look back or look again and involves pondering, reasoning, or considering something. When a person reflects she or he "thinks again" about an experience to discover what it means or to see if there are other solutions or applications or meanings. Reflection can be done individually or as a group and usually involves discussion or writing. Reflection helps a person remember what has been learned and helps them to ask important questions about how various jobs fit with their interests and abilities.

## Connection

Another step in the process of adult learning involves making connections with other life experiences. Connections occur when participants realize that one experience or concept is like another experience or concept in another area of their life. Participants can make different kinds of connections: connections between their life experience and their classroom experience, connections between experiences in different classes, and connections between their work visits and what they are learning in the classroom. Making connections is an important part of learning because connections help participants learn how to transfer concepts, facts, and knowledge from one situation to another or from one job to another. Teachers can actively support participants as they learn how to make connections. Field trips, such as workplace visits, are an excellent way to help participants make connections between the classroom and the workplace. Participation in Job Fairs is also a good way to do this. Participants bring a wealth of life experience to the learning process. Emphasizing connections between the classroom and participants' other life experiences helps to maximize learning. Making connections between the skills they use as parents and community members and the skills they use at work, helps participants make mental connections between what they already know and what they are learning.

The four phases of adult learning are a part of the accelerated learning process. In a workplace visit, it is very important to prepare the participant for the visit (awareness), to physically make the visit and tour the facility (activity), to think about the workplace visit after the visit and discuss observations and ask questions (reflection), and to see how the experience of visiting one workplace is similar to other experiences participants have had (connection).

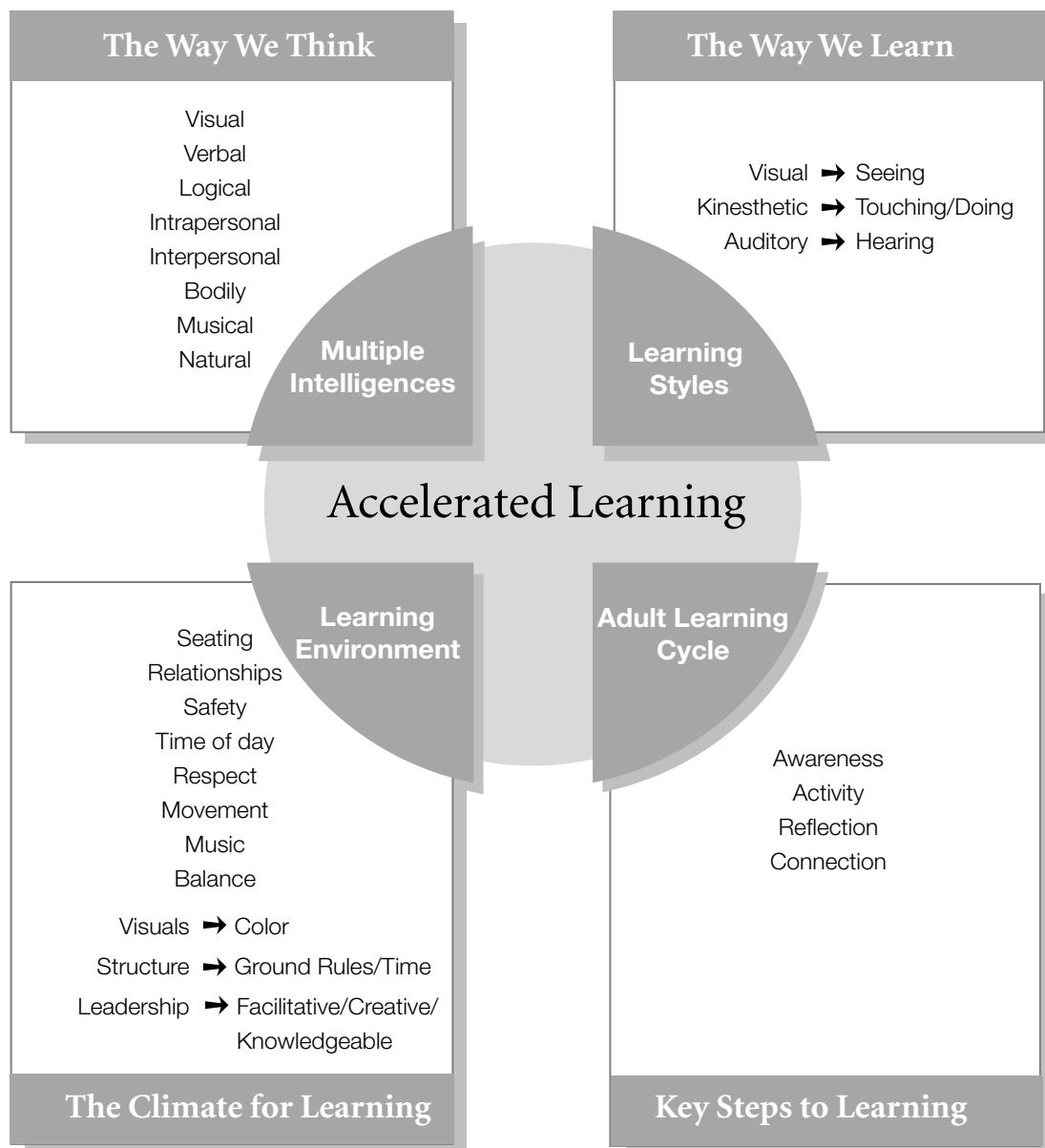
Each of the learning modules in *Work Know How* follows the four phases of learning with a section designed to increase awareness, an activity, a time for reflection, and an opportunity to connect what has been learned to other areas of life. The four phases of learning—awareness, activity, reflection, and connection—can occur in any order. Although the “activity phase” will usually involve more time and emphasis, the amount of emphasis on each of the four phases will vary depending on the goal of the learning module. In whatever ways that an adult learner experiences them, paying attention to the four phases of the learning process will help participants learn faster, remember more, and apply what they learn in a variety of situations.

## Putting It All Together

The accelerated learning approach employed in *Work Know How* emphasizes four important strategies that have been proven to positively affect the adult learning experience:

- Multiple Intelligences
- Learning Styles
- Learning Environment
- Steps in the Adult Learning Cycle

**FIGURE 3.** The approach to adult learning incorporated in *Work Know How*



Research has shown that instruction incorporating these four elements is likely to be more effective than more traditional approaches. For participants, accelerated learning strategies lead to:

- Better retention
- Greater ability to apply learning in multiple situations
- Increased participant involvement
- Increased creativity
- Increased interpersonal skills
- The ability to learn more, faster, and remember it and apply it in more than one situation

Programs utilizing accelerated learning strategies report:

- Better attendance
- Increased learning in the classroom
- Less conflict
- More enthusiasm and energy for learning

Although the exact form of each of these learning strategies may vary according to the situation, each is important. Based on leading edge research and the practical success of those involved in workplace learning, *Work Know How* is practical, fun, and effective. In the changing world of work and the limited time available for job readiness training, it is important to employ the most effective learning strategies. Accelerated learning can work for you.

## Accelerated Learning Resources

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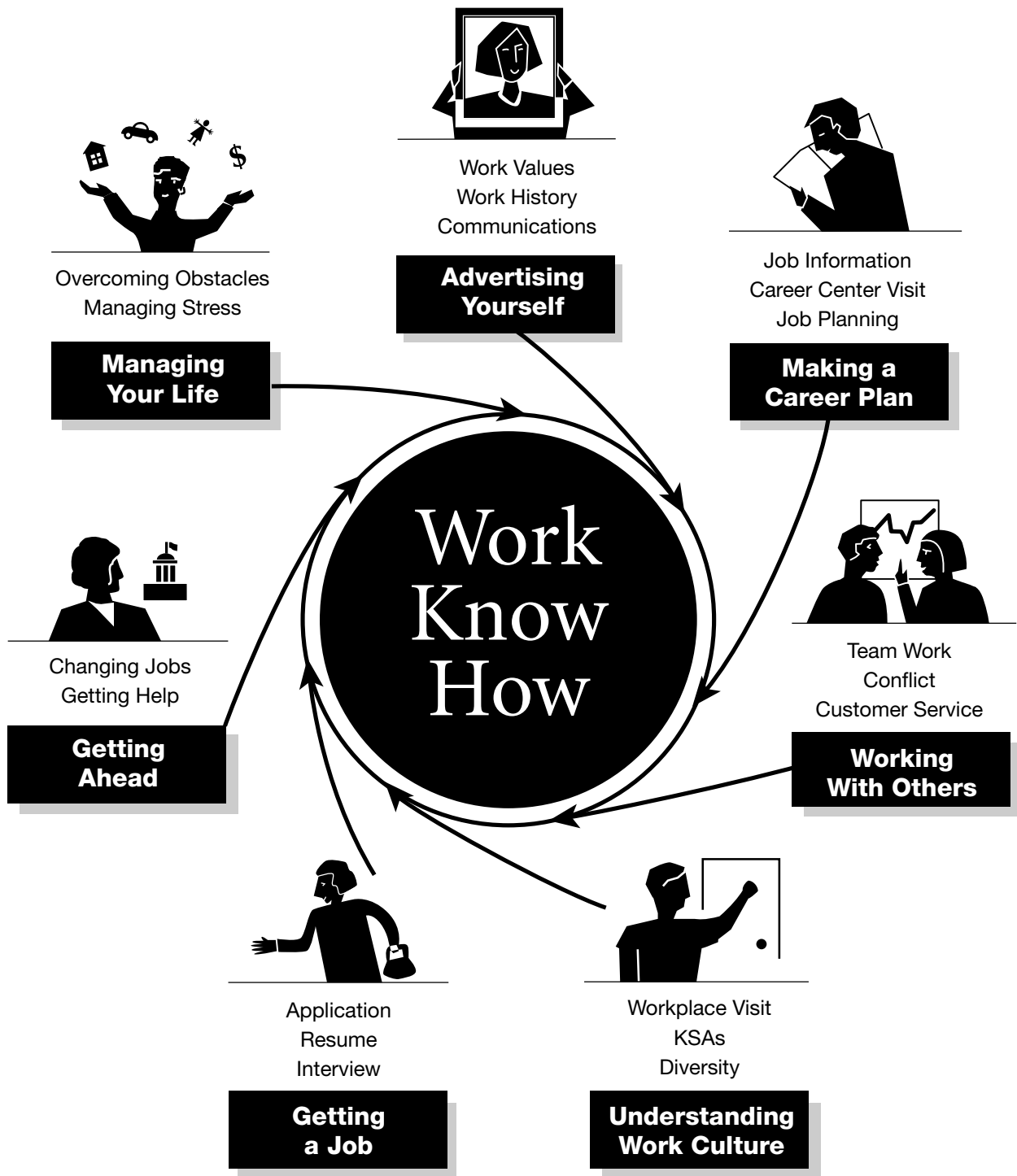


# Facilitating *Work Know How*

*Work Know How* incorporates the four strategies of accelerated learning—multiple intelligences, learning styles, learning environment, and adult learning cycle. The curriculum focuses on key tasks and activities that have been identified as important for successful employment. The curriculum is divided into learning modules, each is designed to last approximately one hour. Each module focuses on a different topic and provides the opportunity for participants to increase awareness, participate in an activity, reflect and connect their experiences with other areas of their lives. Each module is titled and numbered and contains the appropriate worksheets in one of the seven sections of *Work Know How* corresponding to each of the major steps involved in *Work Know How*.

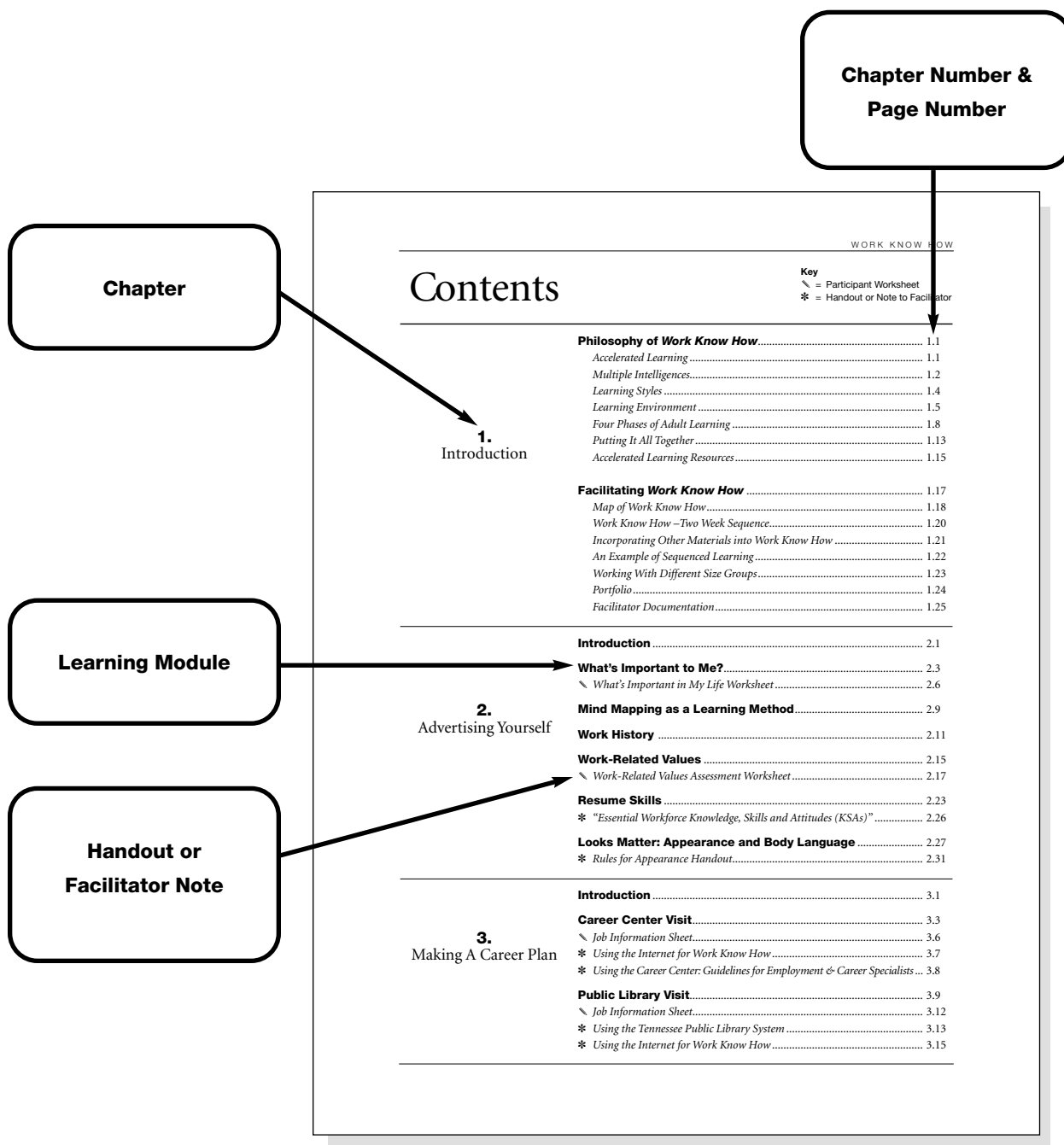
- Advertise Yourself
- Making a Career Plan
- Working with Others
- Understanding Work Culture
- Getting a Job
- Getting Ahead
- Managing Your Life

**FIGURE 4.** A map of *Work Know How*, showing the seven steps involved:



**FIGURE 5.** Each of the seven steps is important.

Within each of the seven steps are a number of specific areas of focus. *Figure 5* shows the areas of focus for each of the seven steps as well as the specific modules in *Work Know How* that are designed to help participants learn about that step.



**FIGURE 6.** *Work Know How* Two Week Sequence

The steps are not designed to be followed sequentially. *Figure 6* shows a suggested sequence of learning modules for a two week, 40-hour *Work Know How* program.

### Week One

Monday	Tuesday	Wednesday	Thursday	Friday
What's Important to Me	Working Together	Job Applications I	Job Applications II	Job Applications III
Work-Related Values	How to Learn at Work	Career Center Visit	Public Library Visit	Overcoming Employment Obstacles
Resume Skills	Appearance & Body Language	Career Center Visit	Public Library Visit	Career Plan
Work History	Stress Management	Career Center Visit	Making A Job List	Career Plan

### Week Two

Monday	Tuesday	Wednesday	Thursday	Friday
Customer Service	Workplace Visit	Completing A Resume Draft	Polishing the Resume	Employment Jeopardy
Contacting Employers	Workplace Visit	Valuing Diversity	Employer Class Visit	How to Make A Job Better
How to Get Help	Workplace Visit	Managing Conflict	Interviewing	How to Change Jobs
Thinking Through Obstacles		Job Plan	Facilitator's Choice	Facilitator's Choice

*Shaded modules involve outside activities.*

Although the seven steps in *Work Know How* are not designed to be followed sequentially, the order of the modules has been selected to build upon one another. In general, the tasks and modules are designed to help a participant prepare for success in employment by moving from:

- Exercises that are easier to those that are more difficult
- Less participant self-assurance to more participant self-assurance
- The process of learning about employment to the process of seeking employment
- Casual experience with employers to in-depth conversations about employment
- General career knowledge to a specific job plan
- Learning experiences that build relationships and teamwork

### **Incorporating Other Materials Into *Work Know How***

Facilitators are encouraged to incorporate other resources and exercises into *Work Know How*. What is important in *Work Know How* is the learning strategy, not the specific content of a single module.

The alignment of learning modules and the sequence involved in the delivery of specific concepts and ideas are important for effective learning. Two principles are involved in effectively sequencing learning tasks. These might be summarized as the “Ladder Approach” and the “Small Step Approach.”

**The Ladder Approach.** A part of the teaching and learning process involves challenging a participant to learn something that they did not know before. In challenging a participant to learn, it is important not to set the learning goal so high that it is impossible to reach. The image of a ladder provides a good illustration of this learning challenge. If a person is trying to reach something presently out of their reach, as in painting a high wall, a ladder helps the person accomplish their task. Painting may still be a challenge, but it is more manageable with the ladder. In learning, the ladder or challenge of learning has to be high enough for a stretch, to make learning interesting and challenge a person to grow. But the goal also has to be attainable. People learn to swim in steps, mastering simple tasks first before taking on more complex tasks. If participants are improving their ability to follow instructions, for example, they might begin with something familiar that they do well such as following instructions from a doctor or following recipe instructions to prepare a favorite food. After this comfortable step on the ladder is practiced, a more challenging step might follow, such as following instructions to use a photocopier or following instructions to apply for day care. Using the analogy of the ladder for learning skills helps participants see their progress toward their goal.

**The Small Step Approach.** Closely related to the Ladder Approach is the Small Step Approach. Based on this principle, a participant learns more effectively when a larger or more complex task is broken down into small steps. The ideal size of those steps will vary according to the skills and experience of each participant. If the steps are too large, the participant can fall off the ladder. If they are too small, the participant might become bored. Where possible, facilitators should adjust the steps of learning to better meet the different learning needs of participants.

### **An Example of Sequenced Learning**

For many participants with limited work experience, encounters with employers or workplaces can seem intimidating. *Work Know How* incorporates three different participant/employer experiences: 1) participants visit a workplace to pick up an application, 2) the class visits a workplace for a tour and discussion with the employer, and 3) each participant visits a workplace in order to apply for a job. Each step increases in difficulty and builds on participant learning from the previous steps. It is easier to go and pick up an application than it is to apply for a job. Asking a participant to begin by visiting an employer to apply for a job would be a very intimidating and large step for some. Without the confidence that comes from a sequenced, step-by-step process of learning about employers and workplaces, both the quality of participant learning and their success in the job search might suffer.

*Work Know How* has been developed through the involvement of many Families First professionals. It has been developed as a result of lessons learned in Families First classrooms. In 2000, over 650 Families First instructors and 160 program participants were asked, “What makes learning effective in a class?” Although there were many different responses, the most common would be summarized as follows:

- Project an open and excited attitude about taking on the challenges of learning.
- Prepare a sequence of increasingly complex tasks that lead the participant toward mastery of the subject as they actively engage in learning activities.
- Encourage participants to take responsibility for their learning.
- Help participants learn to take the risks necessary to complete the task and the learning process.
- Support the participant through the learning process, offering encouragement, honest feedback, and direction.
- Help participants learn how to apply their learning experiences in other areas of their lives.

## Working with Different Size Groups

*“Every strength is a weakness and every weakness is a strength”*

There is no ideal group size for *Work Know How*. Regardless of the group size, there are strengths and limitations that affect the learning experience. In general, group interaction is very beneficial. In interacting participants practice interpersonal skills, which are foundational for success at work and home. Group interaction also reinforces good team skills as participants learn to share their strengths with others and strengthen their skills. Regardless of enrollment, participation may vary. At times only one participant may be present. In these instances many of the modules can still be used, but some will require modification.

In working with small groups involving less than four participants, facilitators will have to adapt the material in the following modules:

- Working Together, page 4.3
- Employment Jeopardy, page 5.3
- Overcoming Employment Obstacles, page 8.3

In other modules suggesting work in pairs, the facilitator can play one of the roles and act as a tutor. In modules suggesting work in groups of three, the third role should be modified or eliminated

Larger groups require more time for preparation and time for transition from one activity to another.

**FIGURE 7.** Working With Different Size Groups

*The following table provides some helpful hints for working with different size groups.*

Group size	Strength	Limitation	Notes
1	Individual attention for participant	No peer interaction	Facilitation will be like tutoring
2-3	More time available for learning, practice and discussion	Limited peer interaction; all group members must work together	Facilitator will need to make some adjustments in time for each module
4-8	More time for individuals to talk in the group discussions	Limited peer interaction; all group members must work together	Ideal group size
8-12	Group interaction	Less time for each participant to interact with facilitator	More facilitation of group required
12+	Group interaction; lots of good ideas generated from larger group discussion	Pulling together the ideas of multiple small groups; less time for participant interaction with facilitator	More time for transition between activities required; facilitation for multiple groups

## Portfolio

The Participant Portfolio is a record of the participant's work as a part of *Work Know How*. Items should be marked with the participant's name and the date. Participant portfolios should be kept in a file folder stored in the classroom. After the completion of *Work Know How*, materials should be given to participants for their use. Facilitators should keep copies as a part of the participant's record in case something is misplaced.

- A copy of Families First assessment results
- Completed "What's Important to Me worksheet"
- Completed "Work History Timeline"
- Completed "Work-Related Values Assessment"
- Completed "Job Information Sheets"
- Completed "Job Evaluation Worksheets"
- Completed "Job List Worksheet"
- Completed "Career Plan Worksheet"
- Workplace Visit - Completed "Participant Observation Form"
- Completed "Master Application Form"
- Completed "Resume Worksheet"
- Completed "Families First Obstacle Map"
- Any printed information collected from the Career Center, Library, workplace visit, employer class visit
- Completed "Employer Contact List"



## **Facilitator Documentation of Their Use of *Work Know How***

*Work Know How* has been designed to help a facilitator utilize effective forms of learning. Discovering the optimal learning situation for a class or a participant is a learning process in itself. As a part of that learning process, facilitators are asked to document their experience in facilitating using *Work Know How* and to report their experience. There are two parts to the documentation process:

- Each time *Work Know How* is facilitated as a part of Families First, facilitators will complete the ***Work Know How Report Form***.
- Facilitators will report any additional instructional elements utilized as a in conjunction with *Work Know How* using the ***Additional Work Know How Instructional Resource Form***.

The collective experience of all who are involved in using *Work Know How* will help to ensure that *Work Know How* can regularly be updated to become even more effective in serving the participants involved in Families First.



# Advertising Yourself

*“Who are you?” said the Caterpillar....*

*“I hardly know, Sir, just at present,” Alice replied rather shyly, “at least I know who I was when I got up this morning, but I think I must have been changed several times since then.”*

*—Lewis Carroll, Alice’s Adventures in Wonderland*

Adults in today’s world, like Alice, are experiencing rapid change. Changes in employment, families, perspectives and even the aging process itself can be challenging. Welfare reform and the emphasis on the importance of personal responsibility and economic self-sufficiency have underscored the importance of understanding yourself and effectively communicating with other people. Advertising Yourself is important for success.

<b>Introduction .....</b>	<b>2.1</b>
<b>What’s Important to Me? .....</b>	<b>2.3</b>
\ <i>What’s Important in My Life Worksheet .....</i>	<i>2.7</i>
* <i>Mind Mapping as a Learning Method.....</i>	<i>2.9</i>
<b>Work History .....</b>	<b>2.11</b>
<b>Work-Related Values.....</b>	<b>2.15</b>
\ <i>Work-Related Values Assessment Worksheet .....</i>	<i>2.17</i>
<b>Resume Skills.....</b>	<b>2.23</b>
* <i>Essential Workforce Knowledge, Skills and attitudes (KSAs).....</i>	<i>2.26</i>
<b>Looks Matter: Appearance and Body Language.....</b>	<b>2.27</b>
* <i>Rules for Appearance Handout.....</i>	<i>2.31</i>



# What's Important to Me

## Key Points

Beginning by identifying what is important to a person sets the stage for placing their interests at the center of the job search process. Identifying what is important to a person can be a complex process. Mind mapping is a very useful and important way to picture things that are important. It utilizes visual learning and can help learners understand complex ideas. Making a graphic representation of a process is useful for learners who are not strong in traditional verbal and logical skills. Visual learners use mind mapping to help them remember what they have learned. Mind mapping is also useful when there are different ways to approach a problem and no one single sequence of activities that is best.

Mind mapping can be used to:

- Outline a presentation.
- Better understand a problem.
- Figure out what a book or article is saying.
- Review something that you have learned.

## Goal

The goal of this module is: 1) to identify what is important in one's life, 2) build relationships in the group by getting to know some things that are important to other participants, and 3) to understand mind mapping and practice using the technique.

## Materials & Preparation

Road map, masking tape, flip chart paper, colored markers, large yellow "stickies" (e.g., Post-It Notes) **What Is Important in My Life** worksheets, and a pencil for each participant.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 minutes

- Use a printed road map of your local community. Identify two volunteers from the group. Ask one to pretend that she is going from [one place on the map] to [another place on the map]. First have them describe how to make the trip verbally. Then have them use the map to help them describe where to go.
- Briefly discuss the experience with the group. *Have you ever tried to listen to someone give you directions? Have you ever tried to explain to a person how to get to your house? Is it easier to tell someone when you have a map? It is easier to know where you are going if you have a map.*

## What's Important to Me, continued

- *Today we are going to think about some things that are important to you in your life—things that really matter. Sometimes it is hard to think about the things that really matter. Using a special kind of map, a “mind map,” can help.*
- You will need a flip chart or chalk board or white board for this activity. The room should be set up so participants can see the board.

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**■ ACTIVITY***35 minutes***Introduction** (2 min)

- *A mind map is a visual picture of ideas. Today we are going to learn how to create a type of mind map, and use it to get to know the others in the room.*

**“What’s Important” Mind Map.** This is a good exercise to use when the group does not know each other well, is a new group, or has never done a mind map.

**Task 1** (10-20 min)

Ask participants to make a mind map of things in their life important to them. They should use the worksheet to complete their map of what is important to them. As facilitator you may want to use the example of the worksheet to help explain the process to the participants.

1. *Begin by writing your name in the center of the worksheet.*
2. *Note there are four rectangles on the sheet with the words: “relationships,” “activities,” “things” and “other” at the top of each rectangle.*
3. *Start with the rectangle marked “relationships.” Relationships can take many forms: family, friends, neighbors, people who work in stores, churches or schools. Identify the relationships that are most important in your life right now. Write the name of each of these important relationships in one of the smaller boxes on the left side.*
4. *Next to the smaller box where you wrote the name of an important relationship there is another smaller rectangle. Use these rectangles to describe why the relationship is important. An example of a key relationship might be Tessie. Tessie’s name is written on the left side and a short description of why the relationship is important is written on the right side, “my youngest daughter, a real joy.”*
5. *Look at the second rectangle with the word “activities” in it. Write each of the key activities in your life that are really important to you on the*

## What's Important to Me, continued

*left side. Across from each activity write a short description of why the activity is important to you. An example of an activity might be “singing in the choir.” An example of a description of why it is important might be “relaxing and fun, good friends.” Most people have many different activities. It will be important for them to select the ones that are the most important. Activities could be very different such as going to church, cooking, or sitting on the porch, going out with a friend.*

- 6. Using the third rectangle write the names of some “things” that are important in the small boxes on the left side and the reasons it is important on the right. An example of an important thing might be my “clothes” and the reason might be “clothes make me feel good.” Other items that could be included under “things” would be things like “food,” “clothing,” “car,” or “home.”*
- 7. The fourth rectangle is labeled “other.” This item should include items that are not relationships or activities or things, but that are really important in your life. Write each item in a box on the left and the reason it is important in the box across from it. An example of an item that would be “other” might be “positive attitude” and the reason “I like to be around people with a positive attitude.” Other items might include things like honesty or faith.*
- 8. When finished each person will have a type of mind map describing some of the relationships, activities and things that are most important to them.*

**Task 2** (15 min)

- Ask each person to take turns posting their “What’s Important” mind map on the wall and use it to describe to the others in the group what is important to them. Each person’s experience and the things that are important to her will be different. Occasionally another participant may be tempted to evaluate what another participant is saying. Depending on the circumstances, you may need to intervene and make a comment. The purpose of the sharing time is to better understand what is important to the others participating in the group, not to evaluate what they share.

**REFLECTION**

10 minutes

- Give the group some positive feedback on their participation.
- Ask participants—*What makes something important? What are some of the things identified that were important to several people? What was the most interesting thing that was important to you?*

# What's Important in my Life?

Relationships	
<b>Tessie</b>	My youngest daughter, a real joy
<b>Grandma Bess</b>	Very wise, gave good advice
<b>Tim</b>	Older brother who helped me as a kid

Activities	
<b>Sing in the choir at church</b>	Relaxing, fun, good friends
<b>Go Shopping</b>	I love to shop, especially to look for clothes

**Clarice**

Other	
<b>Positive attitude</b>	I like to be around people with a positive attitude

Things	
<b>Clothes</b>	Clothes make me feel good
<b>Stereo or Radio</b>	Music helps me relax

# What's Important in my Life?



Relationships	

Activities	

**Name:**

Other	

Things	

## What's Important to Me, continued

- Ask the group to think for a minute about the process of deciding what was important.
- Draw a line on the board and put numbers above it like the example below:

1	2	3	4	5	6	7
Easy	Not too bad	Could do it OK	Easier than I thought	Hard		

- *How hard was it to think of things that were important to you? On a scale of 1-7 with one being “easy” and 7 being “really hard” rate your experience.* Participants should select a number representing their answer. Have participants tell their number and briefly say why they chose that number.
- If there is time discuss this question: *What are some things that make a mind map hard to do?* (For example, thinking of the concepts and steps to “map.”)

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**■ CONNECTION**

10 minutes

*Today we have used mind mapping to look at some areas in life that are important to each of us. What are some other questions, problems and situations in your life where you could use mind mapping to better understand the situation and make decisions?* Examples might include understanding a story or understanding the key steps in getting a job.

**NOTE TO FACILITATOR:**

Mind mapping is used with a number of different learning modules in *Work Know How*. The technique is very useful in helping participants better understand complex problems and remember what they have learned.





## Mind Mapping as a Learning Method

### **A mind map is a visual picture of ideas.**

Mind mapping is a very useful and important way to picture ideas. It utilizes visual learning and can help learners understand complex ideas. It is especially useful for learners who are not strong in traditional verbal and logical skills. Mind mapping can be used to:

- Outline a presentation
- Better understand a problem
- Figure out what a book or article is saying
- Review something that you have learned

For visual learners, mind mapping helps a person remember what they have learned. Mind mapping is also good when there are different ways to approach a problem and no one single sequence of activities that is best.

Just as a road map can help a person “picture” where to go, mind mapping can help people “picture” their own thinking about a problem or question. Mind mapping can be used as a part of various *Work Know How* learning modules.

### **The Central Problem**

In mind mapping it is important to think through the “central problem” and carefully word the question or issue. Mind maps can be used to think through many different kinds of issues or questions. In *Work Know How*, mind mapping is used in the module “What’s Important to Me” and “Thinking Through Obstacles.” Mind mapping could also be used to understand:

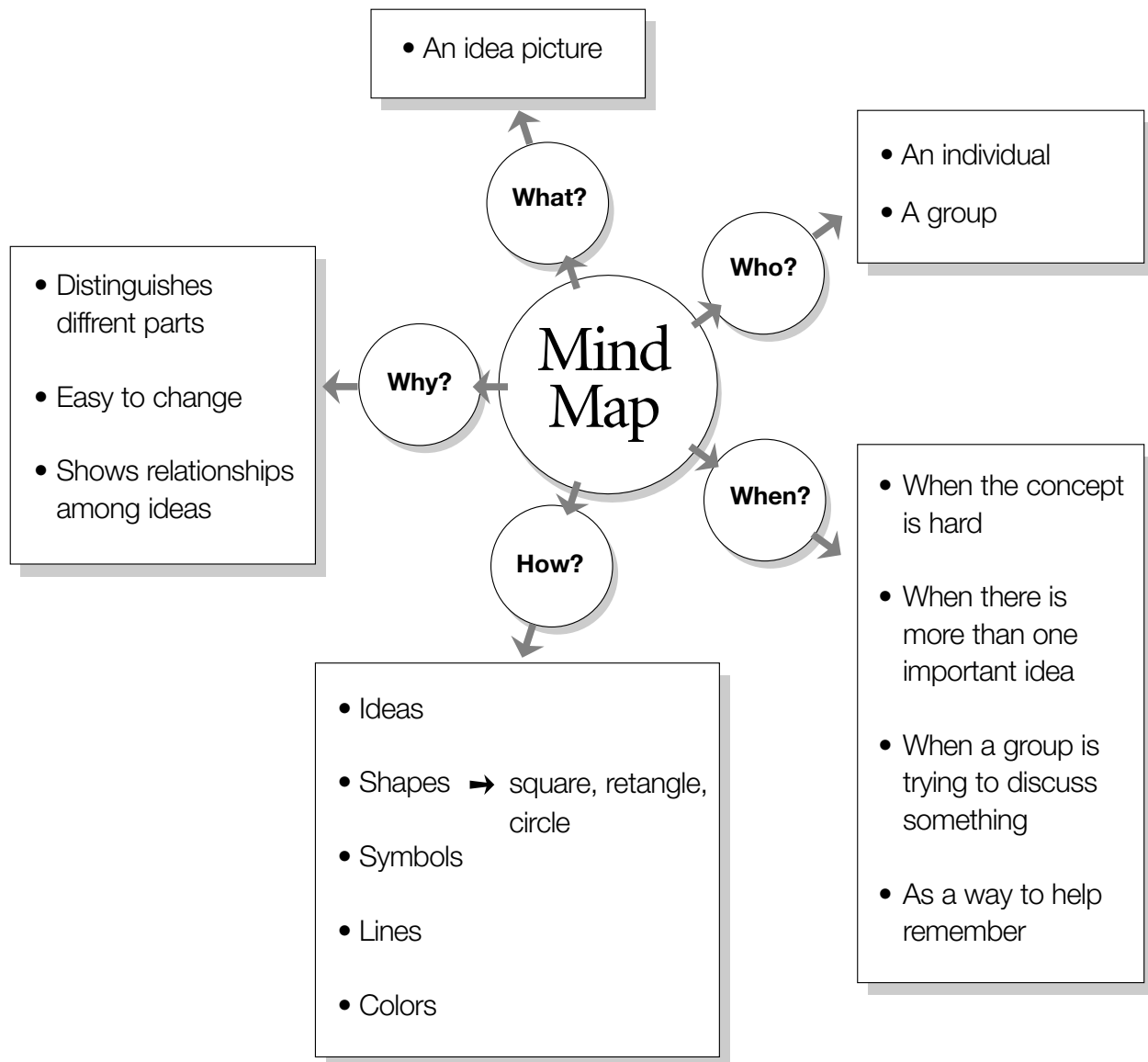
- The *tasks* that are important in getting a job or achieving an important goal. The central problem would be “**How to get a job.**”
- *Alternative approaches* to solving the same problem, such as back-up plans for child care. The central problem would be “**Different ways to provide day care.**”

After the central problem is determined, symbols, such as squares, rectangles, and ovals are connected using arrows and lines to picture a person’s thinking.

A mind map can be done simply or it can be quite elaborate. A good resource on using mind maps is Nancy Margulies, *Mapping Inner Space: Learning and Teaching Mind Mapping*, Zephyr Press, Tucson, Arizona, 1991.

The following examples of mind mapping describe the process:

## A Mind Mapping Mind Map





# Work History

## Key Points

Everyone has some experience working, whether at home or in a formal job. Getting the participants in touch with their work experience is an important step in making a career plan. It is also a good way for them to get to know other people in the group.

## Goal

The goal of this module is to help participants: 1) become aware of their own work history, 2) identify life experiences that are work experiences, 3) get to know each other, and 4) become aware of the different work histories of other people in the group.

## Materials & Preparation

Each participant will need paper and pencils. An outside speaker, perhaps a former Families First participant or other person who has overcome a difficult work history experience, or who did not have work experience, who can tell the story of their work history to participants.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

5 minutes

Ask participants:

*“Has anyone been to work today?” (There will be a variety of answers). Everyone works almost everyday.*

*Everyone has a work history. A person may not be presently employed but many people have worked in the past. Even if a participant has not been formally employed, often they have engaged in informal work. Activities involved in maintaining a household are also work experiences.*

*What is one work experience that you have had in the last 24 hours?” (Cooking, for example, or caring for children).*

Knowing what we have done in the past is an important step in planning for the future.

## ■ ACTIVITY

35 minutes

### Introduction (1 min)

Explain to the group, *“Today each person is going to identify their work history, write it down, and tell the group about it.”*

## Work History, continued

Try using the following “script” to work through this activity with the participants.

**Task 1** (15-20 min)

*Your first task is to identify your work history. Take a piece of paper and a pencil. Turn it sideways and draw a long horizontal line down the middle. This is your time line. Above the line write the current year (e.g., 2001). Now write the years from the time you first remember working to 2001 from left to right on the paper. You may want to just write some of the years such as 1985, 1990, 1995, 2000.*

*Underneath the time line identify any job where you were formally employed and received a paycheck. It doesn't matter how long you were employed, or whether you liked the job, or why you left it. Write each job in a rectangle under the year(s) when you held the job.*

*Next, identify an informal work experience that you might have had, such as Sunday School teacher. Write these in an oval near the year(s) when they occurred.*

*Finally, write any other life experience that you think is work-related, such as caring for elderly parents. Write these near the year(s) they occurred and underline them.*

*When you are finished, your work history might look something like this (see example).*

**Task 2** (10 min)

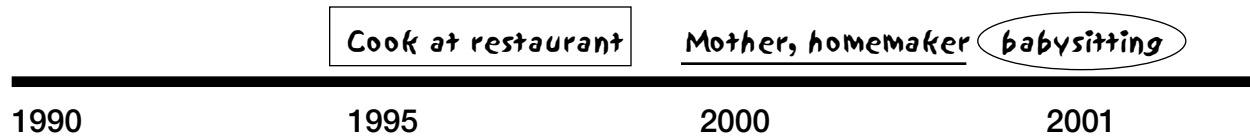
Have the participants pair off and take turns telling each other about their work history time line.

**Task 3** (10 min)

Draw a generic timeline on the board with the years written above it. Ask participants to share examples of the items that they put on their time line for:

- Work history (in the rectangles)
- Informal work history (items in the ovals)
- Work-related life experience (underlined items)

## Work History, continued

**Example of Work History Timeline****■ REFLECTION**

5-10 minutes

Ask the group to reflect on the experience.

Questions for reflection:

*Was it hard to do the work timeline? Why or why not?*

*What work did they like best, formal or informal?*

*What job was the easiest? The most difficult?*

*What was one thing on your work history timeline that you had not thought about before doing this exercise?*

**■ CONNECTION**

10 minutes

Invite an individual who has a successful work story that will be similar to the stories of the participants in the group. This could be a former Families First participant, a community leader who overcame a difficult work experience, or other person from outside the class. Invite the person to share their story with the class. Ask the person to tell the participants about his or her work history. The guest speaker could use the generic time line on the board or sketch his or her own timeline on the board as they talk. The purpose of this “connection” is to provide a concrete example of a person who has overcome a difficult work history and is employed.



# Work-Related Values

## Key Points

Work skills are important in job success, but skills are not the only things that are important. Success also depends on other factors, things that a person values on the job. A value is something that is important to each person. Identifying some important work related values will help participants understand themselves and the kind of jobs and work settings that will have the best potential for their success.

## Goal

The goal of this module is to help participants identify the work-related values that are most important to them and to begin to relate these to specific jobs.

## Materials & Preparation

A **Work-Related Values Assessment Worksheet** and pencil for each participant. A chalk board, whiteboard or flip chart, and markers.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

5 minutes

Write the word “values” on the board. Then explain:

*Work skills are important in job success, but skills are not the only things that are important. Success also depends on other factors, things that a person values on the job. What is a value? A value is something that is important to me. For example, I may have a high level of skill in typing. In a job I practice my typing skills in an atmosphere that reflects the values of the company and its workers. If the things that I value are not similar to the things that the company values or my co-workers value, then I may find the job very uncomfortable, even if I can type really well. For example, I may value “challenge,” “independence,” and “recognition.” For me to succeed it will be important to work in a company where I can use my typing skills in a challenging job, where I can be independent and be recognized for my efforts. Knowing what I value in a work environment can help me make good decisions about a job and get a job where I can be more successful and enjoy my work.*

## ■ ACTIVITY

35 minutes

### Introduction (2 min)

*Today we are going to do an exercise that will help you decide some of the work-related values that are important to you. You will be asked to sort from*

## Work-Related Values, continued

*a list of 36 work-related values, choosing those that are the most important to you. There are no right or wrong answers in this exercise.*

**Task 1** (10 min)

Each participant should complete the Work-Related Values Assessment Worksheet, checking the items that are the most important for him or her. You may need to assist participants in understanding the meaning of some of the words.

**Task 2** (5 min)

This task involves going back over the items that have been checked and selecting the 10 that are the most important, marking them with an additional check mark. (These will have two check marks ✓✓).

**Task 3** (5 min)

Participants should now select their five most important work-related values from the list of items that have been double-checked. They should write these items on the Work-Related Values Assessment Worksheet in the spaces provided.

**Task 4** (10-15 min)

Each participant will take a turn and write their top five items on the board and briefly explain why they are important.

---

**■ REFLECTION**

10 minutes

Ask participants to look at the different work-related values that have been identified by the group and see if there are any similarities.

Questions for reflection:

- *Were you surprised by any of your top five values?*
- *Was it hard to choose the top five?*
- *If you could include one more, the top six, which one would you choose?*
- *Why are work-related values an important part of looking for a job?*

---

**■ CONNECTION**

10 minutes

This would also be a good opportunity for the facilitator to share what several of her or his most important work-related values are, and where appropriate, identify a work example where they are used.



# Work-Related Values Assessment Worksheet

**Instructions:** Everyone is different. Some values are more important in certain jobs than they are in others. This checklist provides a variety of values. Read each item carefully and put a checkmark (✓) next to those that are important to you, or that you feel would be important for you to have in a future job. When you are done, go back over the list and put a double checkmark (✓✓) beside the ten (10) items that you consider most important.

- \_\_\_ **Achievement.** Being really good at something, getting ahead, getting things accomplished, learning and growing.
- \_\_\_ **Adventure.** Working in a job that requires taking risks.
- \_\_\_ **Helping.** Devotion to the welfare of or service to others. Feeling good about making the world a better place.
- \_\_\_ **Authority.** Working in a job where you control what others do.
- \_\_\_ **Challenge.** Handling difficult or complicated work.
- \_\_\_ **Competition.** Working in a job in which you compete with others and try to win.
- \_\_\_ **Co-workers.** Having co-workers who are like you and could become friends
- \_\_\_ **Creativity.** Working in a job in which you use your imagination to find new ways to do or say something. Being artistic.
- \_\_\_ **Flexible Work Schedule.** Working in a job where you choose the work hours.
- \_\_\_ **Caring for People.** Working in a job in which you help people who have problems.
- \_\_\_ **High Salary.** Working in a job where you can earn a large amount of money.
- \_\_\_ **Independence.** Working in a job in which you decide for yourself what work to do and how to do it.
- \_\_\_ **Influencing Others.** Working in a job in which you influence the opinions or decisions of others.
- \_\_\_ **Intellectual Stimulation.** Working in a job that requires a lot of thinking and studying.
- \_\_\_ **Working with Others.** Working with other employees. Talking with colleagues.
- \_\_\_ **Leadership.** Working in a job in which you direct, manage, or supervise what others do.
- \_\_\_ **Moral Values.** Doing the right thing on the job, following the rules.
- \_\_\_ **Outside Work.** Working outside or outdoors most of the time.
- \_\_\_ **Selling.** Working in a job in which you personally convince others to do or buy certain things.
- \_\_\_ **Physical Work.** Working in a job where you use your strength and skill to lift, move, use tools, and complete physical activities.
- \_\_\_ **Prestige.** Working in a job that gives you status and respect in the community.



- \_\_\_ **Public Attention.** Working in a job in which you have to do a lot of speaking in front of the public.
- \_\_\_ **Recognition.** Working in a job where you get a lot of notice and people show that they appreciate what you do.
- \_\_\_ **Routine.** Working in a job where you do very similar things every day.
- \_\_\_ **Research Work.** Working in a job where you use tools and procedures to answer important questions.
- \_\_\_ **Seasonal Work.** Working in a job where you are employed only at certain times of the year, like the summer or Christmas.
- \_\_\_ **Security.** Working in a job where you are not likely to get laid off.
- \_\_\_ **Supervisor.** Working for a boss who is fair, supportive, and professional.
- \_\_\_ **Travel.** Working in a job where you travel a lot.
- \_\_\_ **Variety.** Working in a job that changes a lot.
- \_\_\_ **Working with Children.** Working in a job where you teach or care for children.
- \_\_\_ **Work with Hands.** Working in a job where you use your hands or hand tools.
- \_\_\_ **Work with Machines or Equipment.** Working in a job in which you use machines or equipment.
- \_\_\_ **Work with Numbers.** Working in a job in which you use math and numbers a lot.
- \_\_\_ **Working Alone.** Working by yourself most of the time.
- \_\_\_ **Working with Small Tools.** Working in a job where you use small tools to fix or make things.

### My Top Work-Related Values

From the items that you double checked ✓✓ above, select five (5) values that seem most important for you to include in future jobs. When you have done this, write them out in the spaces below in order of their importance.

Work Value #1 \_\_\_\_\_

Work Value #2 \_\_\_\_\_

Work Value #3 \_\_\_\_\_

Work Value #4 \_\_\_\_\_

Work Value #5 \_\_\_\_\_

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Work-Related Values, continued

Upon completion of Task 4, ask the participants to think about the list of work-related values on the board. Ask them to work as a group to identify a job that would be a good fit for several of the work-related values that have been identified and a job that would probably not be a good fit. As facilitator, you may need to coach the participants in helping them to understand how specific values fit with certain jobs.

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**NOTE TO FACILITATORS:****Work Related Values Assessment Worksheet Alternative**

An alternative to the method described in this module, and one that is more active, is to print out the sheets of work-related values (see the following pages) and cut them up, giving each participant a stack of small pieces of paper, each containing one value.

**In Task 1,** Participants would then sort the values into three piles, those that “I know are important for me,” those “I know are not important,” and those “I am not sure about.” They would then go back and look at the pile labeled “not sure” and select any that they think are important, adding them to “important” pile.

**In Task 2,** participants would take the pile of items that they have identified as important and sort them into two piles: those that are “important” and those that are “very important.” The goal is to identify 10 that are very important.

**In Task 3,** the ten items that were identified as “very important” are sorted until the top five are selected.

To prepare a set of work-related values for each participant, follow these steps:

1. Print a copy of the following table of work-related values for each participant on colored paper (if available).
2. Cut up each square in the table, being careful to make sure that each set contains all 36 work related values.
3. Stack each set and put a rubber band around them to hold them together.
4. Participants should mark their top five and keep these for reference.

**ACHIEVEMENT:** Being really good at something, getting ahead, getting things accomplished, learning and growing.

**HIGH SALARY:** Working in a job where you can earn a large amount of money.



**CO-WORKERS:** Having co-workers who are like you and could become friends

**COMPETITION:** Working in a job in which you compete with others and try to win.

**ADVENTURE:** Working in a job that requires taking risks.

**INDEPENDENCE:** Working in a job in which you decide for yourself what work to do and how to do it.

**VARIETY:** Working in a job that changes a lot.

**INFLUENCING OTHERS:** Working in a job in which you influence the opinions or decisions of others.

**HELPING:** Devotion to the welfare of or service to others. Feeling good about making the world a better place.

**INTELLECTUAL STIMULATION:** Working in a job that requires a lot of thinking and studying.

**FLEXIBLE WORK SCHEDULE:** Working in a job where you choose the work hours.

**WORKING WITH OTHERS:** Working with other employees. Talking with colleagues.

**AUTHORITY:** Working in a job where you control what others do.

**LEADERSHIP:** Working in a job in which you direct, manage, or supervise what others do.

**CARING FOR PEOPLE:** Working in a job in which you help people who have problems.

**MORAL VALUES:** Doing the right thing on the job, following the rules.

**CHALLENGE:** Handling difficult or complicated work.

**OUTSIDE WORK:** Working outside or outdoors most of the time.

**RECOGNITION:** Working in a job where you get a lot of notice and people show that they appreciate what you do.

**WORK WITH MACHINES OR EQUIPMENT:** Working in a job in which you use machines or equipment.

**RESEARCH WORK:** Working in a job where you use tools and procedures to answer important questions.

**SELLING:** Working in a job in which you personally convince others to do or buy certain things.

**SEASONAL WORK:** Working in a job where you are employed only at certain times of the year, like the summer or Christmas.

**PHYSICAL WORK:** Working in a job where you use your strength and skill to lift, move, use tools, and complete physical activities.

**SECURITY:** Working in a job where you are not likely to get laid off.

**PRESTIGE:** Working in a job that gives you status and respect in the community.

**SUPERVISOR:** Working for a boss who is fair, supportive, and professional.

**PUBLIC ATTENTION:** Working in a job in which you have to do a lot of speaking in front of the public.

**TRAVEL:** Working in a job where you travel a lot.

**WORKING ALONE:** Working by yourself most of the time.

**CREATIVITY:** Working in a job in which you use your imagination to find new ways to do or say something. Being artistic.

**ROUTINE:** Working in a job where you do very similar things every day.

**WORK WITH CHILDREN:** Working in a job where you teach or care for children.

**WORKING WITH SMALL TOOLS:** Working in a job where you use small tools to fix or make things.

**WORK WITH HANDS:** Working in a job where you use your hands or hand tools.

**WORK WITH NUMBERS:** Working in a job in which you use math and numbers a lot.



# Resume Skills

## Key Points

Every person has something that they do really well. One reason is that they utilize their knowledge, or skills they have gained through practice, or attitudes that affect their relationships with other people. Some forms of knowledge, skills, and attitudes come naturally and some are increased through learning. Identifying a person's knowledge, skills and attitudes is helpful not only in finding the right job, but also in other areas of life. Some of these areas should be included in their resume. Others should be mentioned in the job interview.

## Goal

The goal of this module is: 1) to help participants identify areas of knowledge, skills, and attitudes that they use everyday and, 2) to help them understand the connection of these areas of knowledge, skills, and attitudes to employment.

## Materials & Preparation

Paper and pencil for each participant. List of the **KSAs** (see page 2.26) on the wall or as a handout for participants.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 minutes

The facilitator should explain to the participants that:

*Every person has something that they do that they are “really good at.” One reason a person is good at doing something is that they use knowledge, or skills they have gained through practice, or attitudes that affect their relationships with other people. Some areas of knowledge, skills, and attitudes come naturally and some are learned. Often a person uses specific areas of knowledge, or skills or attitudes that come naturally to them in helping other people.*

If possible, the facilitator should use a personal example from her or his life as an illustration.

The facilitator should then explain that this exercise is designed to help participants identify some of the areas of knowledge, skills, and attitudes that come naturally to them.

Resume Skills, continued

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**■ ACTIVITY**

30 minutes

**Introduction** (2 min)

Explain to the participants:

*Each of us uses many different areas of knowledge, skills, and attitudes every day. We use them at home, at work, doing hobbies, and in lots of other areas of life. For the next few minutes we are going to do an activity to help you identify some of the areas of knowledge, skills, and attitudes that you use.*

**Task 1** (3-5 min)

Ask participants to think about a time in their life when they did something really important to help someone else. When was that time? What did they do? What happened? Tell them that they may want to make a few notes to help them remember the details of their story.

**Task 2** (10 min)

Participants should select a partner. Each should tell the partner about their experience of doing something to help someone else.

Explain that the partner's job is to listen and make notes of some of the important knowledge, skills, attitudes, and positive qualities that are described as the participant tells their story.

The presenter and their listening partner should look over the notes and together make a list of the skills, abilities, and positive qualities that were important in the experience of helping someone else. The presenter should look at the items that their partner identified to make sure they are true for them.

**Task 3** (10 min)

Now have the partners switch roles. The participant who was the listener now should tell their story and their partner becomes the listener, making notes on the skills, abilities, and positive qualities they hear described in the story of helping someone else. In discussing the items, the presenter should make sure the items are true for them.

**■ REFLECTION**

10 minutes

As facilitator, ask participants to share one of the knowledge, skills, or attitudes they wrote down. Write the item on the board. If you have time, list others. Use one or two examples and discuss how these qualities would help in doing a job. Ask participants to help identify what specific

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Resume Skills, continued

job would fit the quality (depending on the item there may be a wide range of fit, or it might be very specific. The key is to help them see that skills they might use in helping someone are also used on the job).

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**■ CONNECTION***10 minutes*

Write across the top of the board: Work, Home, School, and Hobbies. Explain that many different forms of knowledge, skills, and attitudes are used in each of these areas and many will be used in all the areas. “Work” refers to jobs, home to all the activities that it takes to be a parent and run a home, “school” to any training or education experience, and “hobbies” to an activity that they might do for fun (like sing in the choir). Ask participants as a group to think about knowledge, skills, and attitudes they use in these settings. List them under each heading. Ask participants to write down any knowledge, skills, or attitudes on the list that they think applies to them so they won’t forget.

Conclude by telling them that the areas that they identified are very important. These are some of the things that make them unique. These are also some of the things that are really important on the job. They are especially important to include on a resume or in an interview.

# Essential Workforce Knowledge, Skills and Attitudes (KSAs)



*The following are the areas of Knowledge, Skills, and Attitudes that Tennessee employers identified as important for employment success in 1998, 1999, and 2000. Those identified as more important by employers are indicated in bold. (From D. Davis, Keys to the Future, 1999.)*

## Skills and Abilities

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Read work-related text</li> <li>• Make work-related computations</li> <li>• Write (memos, reports, orders etc.)</li> <li>• <b>Listen for understanding</b></li> <li>• <b>Talk respectfully</b></li> <li>• <b>Follow instructions</b></li> <li>• Evaluate information</li> <li>• Separate fact and opinion</li> <li>• Ask questions</li> <li>• Accurately perform work operations</li> <li>• Organize work</li> <li>• Solve work-related problems</li> </ul> | <ul style="list-style-type: none"> <li>• How and when to make decisions</li> <li>• Manage time</li> <li>• <b>Cooperate with others</b></li> <li>• <b>Work on a team effectively</b></li> <li>• Think creatively</li> <li>• Think critically</li> <li>• Use a computer</li> <li>• Suggest improvements</li> <li>• <b>Take initiative</b></li> <li>• Stay calm under pressure</li> <li>• Set work goals</li> <li>• Planning</li> </ul> |
|--|--|

## Attitudes and Values

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Dependability</b></li> <li>• Confidence</li> <li>• <b>Getting along with others</b></li> <li>• Self-esteem</li> <li>• Self-awareness</li> <li>• <b>Do the right thing, work ethics, honesty</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Accept and manage change</b></li> <li>• Accept people's differences</li> <li>• Desire to grow/advance</li> <li>• Volunteering to learn new things</li> <li>• Have goals for learning</li> </ul> |
|--|---|

## Knowledge About the Company

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Mission and purpose</li> <li>• Policies</li> <li>• <b>Standard procedures</b></li> <li>• Customers</li> <li>• Suppliers</li> </ul> | <ul style="list-style-type: none"> <li>• Products</li> <li>• Special vocabulary</li> <li>• <b>Quality</b></li> <li>• Where to go for help/information</li> <li>• Work flow</li> </ul> |
|---|---|

## General Knowledge

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>GED or High school diploma</b></li> </ul> | <ul style="list-style-type: none"> <li>• Diversity (cultural differences)</li> </ul> |
|---|--|





# Looks Matter: Appearance & Body Language

## Key Points

Appearance matters. The way a person dresses and their “body language” makes a difference. What a person says, how they behave, and their appearance all have a big impact on the interviewer. It is important to pay attention to these details in order to have the best chance for a successful interview.

## Goal

The goal of this module is to help participants become more aware of the importance of: 1) “appearance” for a successful job interview, and 2) “body language” in effective communication.

## Materials & Preparation

None.

## Time Needed

Approximately 60 minutes, depending on group size.

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## ■ AWARENESS

*10 minutes*

Break the group up into smaller groups of 2-3 participants (depending on the number of participants in your class). Ask each group to answer the following questions about appearance for three companies. Write the questions on the board. Then write each company’s name on the board and give them two minutes to write their answer as a group.

1. If you go to interview at these companies, what do employees wear?
1. What do you think is the most appropriate thing to wear for a job interview at each of these companies?
2. Give an example of appearance that would be a turn-off for each prospective employer?

- Remind the participants to be sure to have reasons for their answers.

The three companies are:

- McDonalds
- Hospital
- Bank

Looks Matter: Appearance & Body Language, continued

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**■ ACTIVITY**

35 minutes

**Introduction** (2 min)

Explain to the participants:

*In getting the job, what you say is important. What the employer reads in your application and resume is important. And how you look and what you wear is important. When you go for a job interview, first impressions are very important. Within the first two minutes the interviewer has formed an opinion of you, and a big part of that opinion has to do with what she or he sees. What the employer sees is two things:*

- *Your appearance*
- *Your body language*

**Task 1** (10 min)

Ask for two volunteers. Explain to them and the group: *This exercise involves a role-play. Role-playing is where you put yourself into a situation, as if you were there, and say and do what you would do if you actually were there. Of course no one knows for sure what he or she would do, but in many cases we can imagine. For this exercise we are going to role-play a family situation.*

*The first volunteer (participant name) will play the role of a parent; the other (participant name) will play the role of a teenage daughter. The teenager just got home from a date two hours later than she said she would get home. The parent is totally frustrated. The daughter walks through the door and the parent is waiting sitting on the couch. Playing the role of the parent and the daughter, what would you say and do?*

Place two chairs with a space between them to represent a door opening and two others to represent living room chairs. Ask others in the group to help by observing the role-play. Give each volunteer a minute to think about how they would play the role.

Let the two individuals play their roles for a minute or two. Stop the role-play when the two volunteers run out of things to say, or they get too animated and things seem to be getting out of control. Thank them for their willingness to do the role-play. Then ask if two other participants would be willing to play the roles. Explain that no two parents or teenagers are ever the same and you want the group to see different responses. (If you have time and sufficient numbers of participants, you may want to try the role-play a third time since participants usually enjoy doing a role-play).

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Looks Matter: Appearance & Body Language, continued

After the second pair of volunteers has finished, let the group talk about the experience. Ask the participants to comment on their experience of playing the role before the group as a whole offers comments. As the whole group talks about the role-play, ask them if they could tell how the parent was feeling. How? How about the teenager? Point out that words help convey how a person feels, but sometimes their “body language” is even more important.

At this point, members of the group may add details from other real-life experiences that they have had. The discussion could go in different ways. What is important is for the participants to identify with the experiences and begin to associate body language with communication, either positively or negatively.

**Task 2** (15 min)

Begin this activity by explaining: *Body language is how we communicate without words. Everyone does it. All parents and all teenagers communicate using body language. You will do it every time you go for a job interview. You will probably have a different body language when you go for a job interview than the parent in the exercise, but you will communicate with your body language, sometimes more effectively than you do with words.*

**For Example.** Ask for two other volunteers. Ask them to listen while you describe the situation. Then ask them to sit in the chair, try to imagine how they would feel if they felt the way the person you describe felt, and then act that way. But they can’t say anything.

1. *You are applying for a job at a great company. You just arrived for the job interview. You are confident. You have had a great week. You are dressed just right. You go in and sit down. The interviewer comes in. He walks over, looks you in the eye, smiles, shakes your hand, and says, “Good morning Ms. “Name,” my name is “Bill Jones.” I really appreciate you coming to interview for this job.”*
2. *Think about it a few seconds and then react. How would you look?*
3. *Now the second volunteer. You also are at a job for an interview. This is a company you are not sure about. You are in a little tiny room. It’s dark and smelly. You sit there forever. It’s been a bad week. You have a sick child. You’ve been up all night. You just had time to throw on some clothes after getting home from the doctor. You have been waiting for twenty minutes. The job you are interviewing for is part-time, without benefits. Finally a woman walks in and says, “Well, let’s get on with it.”*

## Looks Matter: Appearance &amp; Body Language, continued

4. *How would you react? Remember, no words. What would you look like?*
5. If one or both of the volunteers have trouble doing the role-play, you might ask if another participant would volunteer to try it. Sometimes by watching a person do a role-play, others can get different ideas on how it could be done.
6. Thank both volunteers (and others as appropriate) for doing the role-play.
7. On the board make two columns, one for each volunteer. Ask the group to identify things that describe each volunteer. These could be appearance, facial expression, attitude, behavior or anything else that they observe.
8. Pick out several items that are good examples and highlight them. Point out that they are good examples of “body language.”
9. Body language is often more important than words in communication. It is hard to like someone who is rude and often it is the “body language” that communicates how we really feel to other people.

---

**■ REFLECTION***5 minutes*

Ask the participants the following questions and help the group discuss their answers.

- How will you decide what the right thing is to wear for a specific job interview?
- Have you ever seen anyone go to a job interview who looked all wrong? Describe what happened.
- Can anyone describe an experience where a person’s body language told you more than their words?

---

**■ CONNECTION***10 minutes*

Ask the participants:

- If anyone in the group has ever applied for a job before.
- If they had to make a list of the rules for appearance when looking for a job, what kinds of things would they include?

Now review the “Rules for Appearance” listed on page 2.31 with the group and ask them to compare their list with this list made by experts. Which items were similar and which ones were different?



# Rules for Appearance

**1. When you go for the interview dress one step above what the employees in the company normally wear.**

- a. Some companies have uniforms.
- b. Some companies are very informal about dress.
- c. Some are more formal.
- d. Ask around, or better yet, go have a look and see what the employees wear.
- e. Remember, dress one step above the job that you are applying for.
- f. For example, if you are applying for a job as a receptionist in a company and all the office staff wear dresses, you don't want to show up for the interview in jeans.

**2. Less is best.**

- a. The less jewelry, makeup, or perfume you wear the better.
- b. You want the interviewer to focus on you, not your jewelry or cologne.

**3. Whatever you wear, it should be clean and ironed.**

**4. It is important to have clean fresh breath. Bad breath can sometimes be detected up to six feet away!**

**5. Look out for the details.**

- a. Shoes clean, pants pressed, fingernails clean, showered, hair fixed: all these details are important in making a good first impression.



# Making A Career Plan

*“Careers, like everything else, have got to be managed and they’ve got to be planned. Rarely does a successful career happen spontaneously. It happens through goal setting, planning, evaluation, and focused skill development. That doesn’t mean that careers don’t often change direction, that plans are not revised and that you shouldn’t take advantage of unexpected opportunities.”*

— Jerusha Arothe-Vaughan,

Head of Nairobi-based Independent Communications Associates, Ltd.

Career planning is a life-long process. A career is made up of numerous jobs that help a person make their dreams a reality. Careers must be planned and jobs evaluated in order for a person to be successful. Planning requires good local labor market information. Learning how to evaluate options using data, and planning for the future as well as the present, are important aspects of long term career planning. The modules in this section help participants learn how to obtain useful career information and use it to evaluate their options and plan for the future.

<b>Introduction .....</b>	<b>3.1</b>
<b>Career Center Visit .....</b>	<b>3.3</b>
\ Job Information Sheet.....	3.6
* Using the Internet for Work Know How .....	3.7
* Using the Local Career Center.....	3.8
<b>Public Library Visit.....</b>	<b>3.9</b>
\ Job Information Sheet.....	3.12
* Using the Tennessee Public Library System.....	3.13
* Using the Computer and Internet for Work Know How .....	3.15
<b>Making a Career Plan .....</b>	<b>3.17</b>
\ Job Information Sheet.....	3.22
\ Job Evaluation Worksheet.....	3.23
\ Job List Worksheet.....	3.24
\ Career Plan Worksheet .....	3.25



# Career Center Visit

## Key Points

Local community resources can help Families First participants find out about job openings, job requirements and job benefits. The local Tennessee Career Center provides numerous resources for job seekers. Visiting the Career Center is a good way to find out about the resources available there and get important information about jobs.

## Goal

The goal of this module is: 1) to acquaint Families First participants with the resources available at the Tennessee Career Centers, and 2) to assist participants in using those resources to obtain job information of interest to them.

## Materials & Preparation

Handouts:

- Two copies of the **Job Information Sheet** (page 3.6) for each participant (participants will also need a pencil or pen).

Information facilitator will need for reference:

- **Using the Local Career Center**
- **Using the Computer and Internet for *Work Know How*** Instruction Sheet

## Time Needed

Time needed: approximately two hours, depending on transportation requirements and group size.

Note: This module requires advance planning to determine the best time to visit the Career Center, plan for adequate transportation, and make sure the Career Center staff are available to spend time with participants.

---

## ■ AWARENESS

10 minutes

Before visiting the Career Center, conduct a short orientation to the facility, including location and ground rules. Refer to the handout – **Using the Tennessee Career Center System (3.8)**.

---

## ■ ACTIVITY

35 minutes

### Introduction (2 min)

Introduce the staff member of the Career Center to the participants in your group. Briefly review the purpose of the visit. In most cases, the

## Career Center Visit, continued

Career Center staff will conduct the orientation. The orientation may include a tour.

**Task 1** (20-30 min)

Orientation to the Career Center:

- Core services offered by the Career Center
- Process of using the Career Center
- Questions and answers

**Task 2** (30 min)**Discovering local labor market information**

Participants should utilize a copy of the Job Information Sheet handout for this task and keep it after the Career Center visit for later reference.

This task can be facilitated using computers that have Internet access or print resources, or a combination of the two. If computers with Internet connections are available and the participants in your group have adequate computer skills, and there are staff members to assist, you may want to utilize computers for this task. If not, you can use the print resources available in the resource area. Be sure to identify the resources you want to use ahead of time and mark them so you can quickly identify the resource for participants. The focus of this task is on employment statistics, occupations that are in demand, and specific local job vacancies.

Participants are to identify two occupations that are in demand that look interesting to them. They should determine the education and work experience requirements, as well as information on compensation and benefits, and use this information to complete a Job Information Sheet for each job. If there is extra time, they should identify more than two.

---

**■ REFLECTION**

10 minutes

The reflection time for this module usually is better done away from the Career Center. One option could be to do it while traveling from the Career Center to your site. Another option would be to complete the reflection time during a later class session.

- Ask participants for their impressions of the Career Center.



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Career Center Visit, continued

- Ask participants to share the information that they wrote down on the Job Information Sheet. This can either be done verbally if the group is traveling together from the Career Center, or on the board if done during a later class.

Discuss:

- One thing they learned that they did not know before the visit.
- A question that did not get answered.

---

**■ CONNECTION**

*10 minutes*

Ask participants what resources are available in the community that would help a person who is looking for employment. Encourage participants to utilize other community resources that could help them in their career plan and job search. Information about jobs and employment is also available at:

- The local public library.
- Other places such as the local Technology Center, Community College or Community Center. In some cases the list could be lengthy. Highlight the ones that are the most accessible.

As facilitator, you will be knowledgeable about other resources in your community. Collect any information about local resources that might be helpful for participants and share what you have found with them.

# Job Information Sheet



After gathering information, identify an occupation / job that is in demand that is interesting to you, and write the name of the occupation in the space provided. Use the available resources to determine the additional information needed and write your answers in the spaces provided.

---

**Name of job / occupation that is in demand:**

---

**Education requirements:**

*(such as GED or high school diploma)*

---

**Work experience requirements:**

---

**Other requirements:**

*(Must have a car or special certification, for example)*

---

**Range of compensation/pay:**

---

**Usual benefits:**

*(such as health insurance)*

---

**Other information:**

*(shift work, day care on-site, flexible hours, etc.)*

---

**Comments:**



# Using the Computer and Internet for *Work Know How*

There are many electronic resources available that can assist participants in their job search and career planning process. Four examples are listed below.

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## **America's Job bank**

<http://www.ajb.org/>

A site where participants can search a database of over one million jobs nationwide, post a resume online, and set up an automated job search.

---

## **America's Career Info Net**

<http://www.acinet.org/>

Find wage and employment trends, occupational requirements, labor market conditions, employer contacts, and an online career resource library.

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## **Job Factory**

<http://www.jobfactory.com>

A listing of available jobs and job related resources.

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## **Monster Career Factory**

<http://content.monster.com>

A list of resources on finding the right job, resume writing, and interview information. Interactive job information by career, and a salary calculator for specific jobs by type and location.

---

*Use the space below to list others that you have found helpful in the job search and career development process.*

URL (Internet) Address:	Description:

## Using The Local Career Center



### **Guidelines For Employment And Career Specialists**

- Contact the local Career Center Coordinator and visit the Career Center before taking any Families First participants. This will help you determine how participants involved in *Work Know How* can best utilize the resources of the Career Center.
- The Career center is a “work-focused environment.” Participants visiting the career center are encouraged to dress like they are going to work. Preparing for the visit to the Career Center will provide a good opportunity to discuss appropriate dress in a work setting.
- Participants will notice that many different people use the Career Center. Some are looking for work for the first time. Others are employed and seeking other possible job opportunities. Employers and representatives from local schools and colleges also visit the Career Center.
- Participants may have the opportunity to meet other clients of the career Center, Career Center staff, employers, or others. The visit will also provide the opportunity to review effective ways to meet people in a business setting. Shaking hands, making eye contact, speaking clearly, and good body language are all important.
- Career Centers are usually not equipped to provide childcare.
- Participants should turn off cell phones and pagers while visiting the Career Center and refrain from eating or drinking in the center.

### **Career Centers offer the following types of services that may be useful to families First participants:**

- Statistical information on jobs
- Information on jobs that are in demand
- Local job vacancies
- Print and on-line resources and information
- Computers with Internet access (Please note that participants need to know how to use the computer. Career Centers do not offer computer skills training).



# Public Library Visit

## Key Points

Local community resources can help Families First participants find out about job openings, job requirements, and benefits. The Tennessee Public Library system provides valuable resources in each county, and is available to all citizens. Larger counties have multiple branch libraries. Learning how to utilize the resources of the public library is an important step in helping Families First participants strengthen their skills in “learning how to learn.” The ability to use the resources of the local public library strengthens the participant’s self-sufficiency in learning to solve problems and find information.

## Goal

The goal of this module is: 1) to acquaint Families First participants with the resources available at the Public Library, and 2) to encourage them to obtain a library card.

## Materials & Preparation

Handouts:

Two copies of the **Job Information Sheet** (page 3.12) for each participant (participants will also need a pencil or pen).

Information facilitator will need for reference:

**Using the Public Library System** (page 3.13)

**Using the Computer and Internet for *Work Know How*** Instruction sheet (page 3.15)

## Time Needed

Approximately 2 hours, depending on group size and transportation needs.

Note: This module requires advance planning to determine the best time to visit the library, availability of staff, and planning for adequate transportation to make the visit.

## ■ AWARENESS

10 minutes

Before visiting the public library, conduct a short orientation to the facility. Explain that the library has books but also has a great deal of other information that participants can use. Discuss the location(s) of the library and ground rules for the trip. Refer to the handout – Using the Tennessee Public Library System (page 3.13).

Public Library Visit, continued

---

**■ ACTIVITY***35 minutes***Introduction & Task 1** (10-20 min)

Introduce the staff member of the public library to the participants in your group. Briefly review the purpose of the visit. In most cases the public library staff will conduct the orientation. The orientation may include a tour and should address the question:

What are the resources and services offered by the library?

**Task 2** (15 min)

Participants should utilize a copy of the Job Information Sheet handout for this task and keep it after the library visit for later reference.

This task can be facilitated using computers that have Internet access or print resources, or a combination of the two. If computers with Internet connections are available and the participants in your group have adequate computer skills, and there are staff members to assist, you may want to utilize computers for this task. If not, you can use the print resources available in the library. Be sure to identify the resources you want to use ahead of time and mark them so you can quickly identify the resource for participants. The focus of this task is on employment statistics, occupations that are in demand, information about careers, and specific local job vacancies.

Each participant is to identify two demand occupations that look interesting. They should determine the education and work experience requirements, as well as information on compensation and benefits and use this information to complete a Job Information Sheet for each job. If there is extra time they should identify more than two.

**Task 3** (5-10 min)

Encourage participants to obtain a library card. Often there is a short form that must be completed. The person applying usually receives their library card when they apply.

**■ ACTIVITY***35 minutes*

The reflection time for this module usually is better done away from the library. One option could be to do it while traveling from the library to your site. Another option would be to complete the reflection time during a later class session.

---

Public Library Visit, continued

- Ask participants to share the information that they wrote down on the Job Information Sheet.

Discuss:

- One thing they learned that they did not know before the visit.
- A question that did not get answered.

---

**■ CONNECTION**

*10 minutes*

Help participants identify other community resources that could also help them learn about jobs. Examples might include:

- The local Community College or Technology Center.
- The local office of the Tennessee Career Center.
- Others resources such as the Community Center or a volunteer agency. In some cases, the list could be lengthy. Highlight the ones that are the most accessible.

Remind participants of any other local resources that might be helpful for them as they examine their options for employment.

# Job Information Sheet



After gathering information, identify an occupation / job that is in demand that is interesting to you and write the name of the occupation in the space provided. Use the available resources to determine the additional information needed and write your answers in the spaces provided.

---

**Name of job / occupation that is in demand:**

---

**Education requirements:**

*(such as GED or high school diploma)*

---

**Work experience requirements:**

---

**Other requirements:**

*(Must have a car or special certification, for example)*

---

**Range of compensation/pay:**

---

**Usual benefits:**

*(such as health insurance)*

---

**Other information:**

*(shift work, day care on-site, flexible hours, etc.)*

---

**Comments:**



## Using The Tennessee Public Library

### Guidelines For Employment And Career Specialists



- Contact the local Public Library Director and visit the library yourself before encouraging Families First participants to use the facility, or taking a group to visit the library. This will help you determine how participants involved in *Work Know How* can best utilize the resources of their local library.
- The telephone number and contact for your local library can be found on the Tennessee Public Library Website located at <http://www.state.tn.us/sos/statelib/publib>. Your local telephone directory will also list the number of the public library.
- In contacting the Director of the local public library it will be important to ask about:
  - Hours of operation for the library
  - Rules about the use of the library
  - Types of employment resources available, both online and in print
  - The best times for a group visit to the library
- The library is a facility devoted to the storage and access of resources. Participants should respect the other patrons who may be reading or working. Excessive talking and noise can be disturbing to others who are trying to read.
- Library patrons will be dressed in different ways. Families First participants should be encouraged to dress comfortably and casually but in “good taste.” In many companies today this form of dress is called “business casual.” Preparing for a visit to the public library will provide a good opportunity to discuss appropriate casual dress in a work setting.
- Participants will probably notice a wide variety of patrons at the library. Since the library is a good resource for people looking for employment and gathering information on careers, it is likely that Families First participants will encounter individuals who are looking for work for the first time, and others who are employed and seeking other possible job opportunities.
- Participants may have the opportunity to meet people while visiting the library. The visit will also provide the opportunity to review effective ways to meet people in a business setting. Shaking hands, making eye contact, speaking clearly, and good body language are important.
- The public library does not provide childcare, but is often used by children of many ages.
- Participants should turn off cell phones and pagers while visiting the library, and refrain from eating or drinking.
- If they have not already done so, encourage participants to obtain a library card during their visit. This will make it much easier for them to utilize the resources of the library. Obtaining a library card is a simple process that only takes a few minutes.

**The public library offers the following types of services that may be useful to families First participants:**

- Statistical information on jobs
- Information on jobs that are in demand
- Local job vacancies
- Print and on-line resources and information
- Computers with Internet access (Participants need to know how to use the computer. The library does not provide computer skills training).



# Using the Computer and Internet for *Work Know How*

There are many electronic resources available that can assist participants in their job search and career planning process. Four examples are listed below.

## **America's Job bank**

<http://www.ajb.org/>

A site where participants can search a database of over one million jobs nationwide, post a resume online, and set up an automated job search.

## **America's Career Info Net**

<http://www.acinet.org/>

Find wage and employment trends, occupational requirements, labor market conditions, employer contacts, and an online career resource library.

## **Job Factory**

<http://www.jobfactory.com>

A listing of available jobs and job related resources.

## **Monster Career Factory**

<http://content.monster.com>

A list of resources on finding the right job, resume writing, and interview information. Interactive job information by career, and a salary calculator for specific jobs by type and location.

*Use the space below to list others that you have found helpful in the job search and career development process.*

URL (Internet) Address:	Description:



# Making A Career Plan

*“There is no guarantee of reaching a goal at a certain time, but there is a guarantee of never attaining goals that are never set.”*

— David McNally, *Even Eagles Need a Push*

## Key Points

This module is designed to integrate the knowledge participants have gained from other modules in *Work Know How*, and to help them identify future goals and the steps necessary to achieve them.

## Goal

The goal of this module is to help participants identify: 1) a longer-range dream for their life, and 2) several employment steps involved in making their dream a reality.

## Materials & Preparation

A magazine or book from the library showing pictures of different kinds of homes, and some floor plan drawings.

Each participant will need a copy of the **Career Plan Worksheet** (page 3.25) and a pencil.

They will also need their portfolio including:

- Assessment information from Families First assessments or any other assessment process they have experienced
- Career information they may have gathered from the library, Career Center, or other sources
- Completed worksheets from *Work Know How* modules:
  - What's Important to Me (pg. 2.7)
  - Work History Timeline (pg. 2.13)
  - Work-Related Values (pg. 2.17)
  - Resume Skills (pg. 2.23)
  - Job List Worksheet (pg. 6.8)

## Time Needed

Approximately 120 minutes, depending on group size.

NOTE TO FACILITATOR: THIS IS A TWO-HOUR MODULE

## ■ AWARENESS

10 minutes

Show participants several pictures of different kinds of homes and some drawings of the floor plans. Tell them that many people move from one apartment or house to another numerous times in their life. It is not

## Making A Career Plan, continued

unusual to start in a smaller, simpler home and gradually move up as they can afford more and their needs change.

Ask participants to think about where they live now, and then think of their dream home, where they would like to live if they could. For most people there would be a pretty big difference between the two. So much so that it might be hard to imagine living in the dream home.

Ask participants to think of an apartment or home that is more than where they are now, but less than the dream home. Ask for several volunteers to describe what that would be like.

Point out that moving to an apartment or a home that is closer to their dream is a matter of moving up one step at a time. Tell them that the focus of this session is on identifying jobs and steps leading toward other jobs that are closer to their dreams.

---

**■ ACTIVITY***35 minutes***Introduction** (2 min)

Begin by reminding participants that people change jobs many times during their careers. The important thing is to think through how and when to change jobs. To do that, a person needs to think about a career rather than just a job. An important part of that process is to make a career plan.

**Task 1** (15-20 min)

Ask participants to take a copy of the Career Plan Worksheet (page 3.23) as well as the information contained in their portfolio including:

- Assessment information from Families First assessments or any other assessment process they have experienced
- Career information they may have gathered from the library, Career Center, or other sources
- Completed worksheets from *Work Know How* modules:
  - What's Important to Me (pg. 2.7)
  - Work History Timeline (pg. 2.13)
  - Work-Related Values (pg. 2.17)
  - Resume Skills (pg. 2.23)
  - Job List Worksheet (pg. 6.8)

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Making A Career Plan, continued

Each participant should use the information to complete the first three columns of the Career Plan Worksheet:

- What Have You Done?
- What Are You Good At?
- What Jobs Interest You?

**Task 2** (15 min)

Try using the following “script for this activity:

*Dr. Martin Luther King, Jr. once said, “I have a dream....” His dream helped to change life for Americans. Every person has a dream for the future and it is important to know what that dream is. Take a few minutes and quietly think about your life and see if you can name three things that are a part of your dream for the future. Write them on your Career Plan Worksheet under the heading “What is Your Dream?”*

Ask participants to volunteer to share one item that they wrote on the Career Plan Worksheet as a part of their dream for the future. Since a person’s dream is very personal, encourage others to be supportive and affirming of the items shared by thanking each person and affirming their work.

**Break** (10 Minutes)

After participants have finished sharing a part of their dream for the future take a ten-minute break.

**Task 3** (10-20 min)

Following the break, say something like this to the participants:

*Making a dream become real takes planning and work. Sometimes it takes a lot of small steps to travel a long distance. For example, my dream may be to own a home, but I can’t just go out and do that today. In order to own a home, there are a lot of steps I would need to take, and it would take time.*

Ask participants to take a few minutes to identify three steps that they would need to take in order to build on—the things they have done, the things they are good at, and the jobs that interest them—in order to make their dream for the future a reality. Participants should write their three steps on their Career Plan Worksheet (page 3.25).

## Making A Career Plan, continued

After participants have identified the three steps, ask each participant to share their steps with the others in the group.

**NOTE TO FACILITATOR:**

This exercise is not designed to identify all the elements of a person's dream or all the steps necessary to make the dream a reality. The exercise is designed to help participants identify several concrete steps that would be important in moving from their present life (the things they have done, things that they are good at, and the jobs that interest them) toward their dream for the future. It also reinforces the need for planning and the value of taking one step at a time in working toward a goal.

**Task 4** *(15-20 Minutes)*

Ask participants to look again at their dream for the future. Ask them to identify one job that they believe they could get in the near future that would be a step toward their dream. This should be a job that is available in their community that they believe they are qualified for. Ask them to write down the name of the job on the back of their Career Plan Worksheet.

Now ask participants to identify another job available in their community that they probably would not qualify for right now that would also help them make their dream a reality. Ask them to write down the name of the job on the back of their Career Plan Worksheet. Then ask them to identify some things that they would need to strengthen in order to qualify for this job, such as:

- Work experience
- Job skills
- Education
- Other requirements

Ask them to compare these two jobs to the ones that they identified on their Job List Worksheet (See the module, Making a Job List 6.3 in their portfolio). How are these jobs similar and how are they different?

---

**■ REFLECTION***10 minutes*

Point out to participants that a career plan is a combination of a person's present situation, their dream for the future, and the steps they have to take in order to make that dream a reality. This session focused on looking at all three areas. Ask participants to review the different parts of this exercise and identify:

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Making A Career Plan, continued

- One thing that they believe they need to do right away to get the job they need and move toward making their dream a reality. Ask them to write the word NOW on the front of the Career Plan Worksheet followed by their answer.

Then ask them to identify:

- One thing they need to do later on in order to be able to to get a better job so they can move toward making their dream a reality. Ask them to write the word LATER on the front of the Career Plan Worksheet followed by their answer.

Ask participants to share what they have written with others in the group.

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**■ CONNECTION**

*10 minutes*

As participants speak, write their answers on the board or flip chart.

After everyone has spoken, ask them where they would go to get the information necessary to actually accomplish what they said? Make notes as the participants answer. Add other possible options for next steps based on your knowledge of the community.

Conclude by pointing out that reaching a dream has many parts and many steps. What is important is to think through the steps and get started. Tell them that this session is a good start and that they are on their way. Thank them for their efforts.



# Job Information Sheet



After gathering information, identify an occupation / job that is in demand that is interesting to you and write the name of the occupation in the space provided. Use the available resources to determine the additional information needed and write your answers in the spaces provided.

---

**Name of job / occupation that is in demand:**

---

**Education requirements:**

*(such as GED or high school diploma)*

---

**Work experience requirements:**

---

**Other requirements:**

*(Must have a car or special certification, for example)*

---

**Range of compensation/pay:**

---

**Usual benefits:**

*(such as health insurance)*

---

**Other information:**

*(shift work, day care on-site, flexible hours, etc.)*

---

**Comments:**

# Job Evaluation Worksheet



Your Name: \_\_\_\_\_

Name of Job: \_\_\_\_\_

*Circle the number that represents your answer for each box.*

## 1. Name of job that is in demand.

How much is the job in demand in this community?

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 2. Education requirements.

Rate the degree to which you meet the educational requirements of the job.

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 3. Work experience requirements.

Rate the degree to which you meet the work experience requirements of the job.

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 4. Other requirements.

rate the degree to which you meet the other requirements for the job.

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 5. Range of compensation.

Rate the level of compensation for this job compared to your needs, skills and experience.

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 6. Usual benefits.

Rate the level of benefits available for this job.

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 7. Other information.

Rate the degree to which the other factors involved in the job are positive for your situation.

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 8. Interest in the job.

Rate your interest in doing this job.

None                      Some                      A lot

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

*Add the numbers that you have circled above. For example, if you circle a "1" for question 1 and a "2" for question 2, you would add them together giving a total of "3." Add the number for all 8 questions and write the total below. This is your overall score for the job. It is a rough indicator of how you believe you would "fit" the job.*

**Overall job score:** \_\_\_\_\_

# Job List Worksheet



Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the information for each job, or circle the number that represents your answer for each box

Name of Job	Job Evaluation Worksheet Score	Rate Your Overall Interest in the Job	Rate the "Fit" of the Job With Your Families First Assessment Information	Outside Factors that Affect the Fit of This Job (Family, transportation, etc.) These factors can either make the job a better fit for you, or less of a fit.	Circle Your Overall Job Rating: A Pretty Good Fit=1 Maybe=2 Probably Not=3 Not Sure=0 (0 means you need more information)
	None 1__2__3__4__5	None 1__2__3__4__5	None 1__2__3__4__5		1   2   3   0
	None 1__2__3__4__5	None 1__2__3__4__5	None 1__2__3__4__5		1   2   3   0
	None 1__2__3__4__5	None 1__2__3__4__5	None 1__2__3__4__5		1   2   3   0

# Career Plan Worksheet



Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

List the items within each category in the boxes below.

<b>What Have You Done?</b> <i>(See Work History Time Line)</i>	<b>What Are You Good At?</b> <i>(Skills, abilities, values, and assessment results)</i>	<b>What Jobs Interest You?</b> <i>(From the Job List Worksheet)</i>	<b>What Is Your Dream?</b> Name three things that are a part of your dream for your future:	<b>Now What?</b> What are the next steps in making the dream become a reality? Write three steps toward the future:
Formal work experience:	Skills you are good at:	Job name:	1.	1.
Informal work history:	Work-related values:	Job name:	2.	2.
Work-related life history:	Assessment results:	Job name:	3.	3.



# Working With Others

## Teamwork

*Mori Motonari (1497-1571), a Japanese warlord, when he was on his deathbed, assembled his three children. He gave each child an arrow to break, which each child did. He then asked that three other arrows be bound together, then each child took a turn at trying to break the bound arrows, but without success. Individually, the arrows offered no resistance, but together they were formidable. That lesson was not forgotten by the Mori heirs, and certainly not by the rest of the country in the generations to come.*

— D. J. Lu, Inside Corporate Japan, 1987

Working with other people is one of the most important skills for successful employment. Tennessee employers identified teamwork, cooperation, and getting along with other employees as very important for successful employment. Working with other people is also important because collaboration is often essential in the process of solving problems and learning new skills on the job. There is a teamwork cliché in the training industry “TEAM: Together Everyone Achieves More.” It is true not only at work, but also in the classroom and in a family. In a rapidly changing world, working with others is critical for success.

<b>Introduction .....</b>	<b>4.1</b>
<b>Working Together .....</b>	<b>4.3</b>
<b>Managing Conflict.....</b>	<b>4.7</b>
<b>Customer Service.....</b>	<b>4.11</b>
<b>Work Ethics on the Job.....</b>	<b>4.15</b>



# Working Together

## Key Points

Many workplaces stress the importance of teamwork, collaboration and cooperation. Some companies organize all of their work using teams. Others use teams to solve problems or make improvements in the work that is done. Knowing how to work on a team is an essential skill in today's workplace. In 1998, 1999, and 2000, over 3000 Tennessee employers identified teamwork as one of the top areas of knowledge, skills, and attitudes (KSAs) essential for employment success.

## Goal

The goal of this module is to: 1) identify some reasons why the job gets done better when people work together, 2) experience how your group works together on a specific project, 3) note similarities to actual work experiences, and 4) strengthen a sense of team among participants in the group.

## Materials & Preparation

Two packages of index cards, 3" x 5" and 4" x 6" (or whatever cards are available, just make sure that each group has the same size and number of cards), one box of paper clips, one roll of masking tape, one pair of scissors.

## Time Needed

Approximately 50-60 minutes, depending on group size.

## ■ AWARENESS

*5 minutes*

Ask participants, "How many of you have ever seen a sporting event? How many of these involved teams?" Using one of the games and teams that participants mention, describe what it might be like to be on a team. Ask for participants' ideas first, and then add your own ideas or personal experiences. Examples might include:

- Team members work together to accomplish a goal
- Teams can get more accomplished than any individual can do by themselves
- Team members look out for one another and help each other

Explain that teams do not "happen by accident." There is always a lot of planning and practice behind every successful team.

Working Together, continued

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**■ ACTIVITY**

25 minutes

**Introduction** (5-10 min)

Consider the following “script” to introduce this activity:

*Your job is to work together to build the tallest tower you can in the time allotted using only the materials provided.*

- *You are to work together as a team.*
- *You are to build the tallest tower you can.*
- *The tower must be able to stand by itself. You can’t prop it up or hold it up in any way.*
- *You will have 10 minutes to plan how you will build the tower.*
- *You will have 5 minutes to actually build the tower.*
- *You win if your tower is the tallest (if there is more than one group) or taller than the average of 45” (if there is one group in the class).*

Pass out the materials and tell participants that they can touch the materials but they cannot begin building with them until they are instructed to do so.

**Task 1** (10 min)

Explain to participants:

*This period of time is for you to plan how you will build the tower with the materials provided. What design will you use? How will you build it? Who will do what?*

*Planning what you will do is really important because you only have 5 minutes to actually build the tower. You will have ten minutes to plan what you will do.*

**Task 2** (5 min)

After everyone has made their plans, stop the group(s) and tell them that they will have five minutes to complete the construction of their tower. Ask if there are any questions and then tell them to begin the construction of their tower, noting the time so you can let them know when the five minutes are up. Let them know when they have three minutes left, two minutes, and one minute.

**■ REFLECTION**

15 minutes

As a group discuss the following questions:

“What happened during the planning time that helped you get the tower built?”

## Working Together, continued

“What happened during the planning time that got in the way of getting the job done?”

“When you started to build the tower, did you stick to your plan? Why or why not?”

“What helped your group build the tower? What are some of the skills involved in effective teamwork?”

“What did you learn about yourself as you worked with the group?”

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### ■ CONNECTION

10 minutes

In order to emphasize the connections between this activity and their work experience, ask participants the following questions:

“Does the process of building the tower remind you of any other experience you have had in your life where you had to work with others to get a job done?”

“What kinds of real jobs involve the same sort of skills that you used in building the tower today?”

“Why is it useful for people to work together?”

First, write participants’ answers on the board. After they have finished you may want to add some additional ideas such as these:

Together, people can get the job done better because they:

- **Share** information, ideas, resources, and responsibility for the process
- **Solve** problems and resolve conflicts
- **Agree** on common goals and procedures
- **Make** collaborative decisions.

“What does it take for people to work together?”

First, write participants’ answers on the board. After they have finished you may want to add some additional ideas such as these:



## Working Together, continued

To work together, people must:

- *Know how their job fits in*
- *Communicate with each other, which means to:*
  - *Listen for understanding*
  - *Resolve personal conflicts*
  - *Have empathy for others*
  - *Ask questions - what? when? where? how?*
- *Be flexible, willing to take a risk, and patient with oneself and others*
- *Have a positive attitude*
- *Be willing to learn from others and teach others what you know*
- *Understand ways people are different from each other and how differences can benefit everyone*

**TEAM** = **T**ogether **E**veryone **A**chieves **M**ore



# Managing Conflict

## Key Points

The following exercise is designed for use at the time of an actual conflict situation during the group's experience with *Work Know How*. It is important to plan for conflict in class, at home or at work. Conflict will occur sometime, especially using a learning method that is active and engaging like the one in *Work Know How*.

This exercise takes approximately 60 minutes and should be initiated by the facilitator at the time of the conflict. This exercise, using an actual conflict situation to learn about conflict, is highly effective, but also a little risky. It may be difficult to get participants to back off the details and emotions of the conflict situation so they can think about it and learn from it.

If it is not possible to stop what you are doing and deal with the conflict at the moment, or to rearrange the schedule of *Work Know How* modules to focus on Managing Conflict at the time of the conflict, simply note the conflict and tell participants that the group will utilize the conflict situation later when Managing Conflict is the focus.

NOTE TO FACILITATOR: If the conflict situation is not immediately addressed, you should make some notes on the details of the situation so you will be able to assist the group in recalling the situation when the module on conflict is covered in class.

## Goals

The goal of this module is to increase participants':

- Awareness of conflict
- Ability to look at conflict more objectively
- Skills in managing conflict situations

## Materials & Preparation

A real time conflict situation, adequate time for the exercise, and a board or flip chart to write on.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

5 minutes

As facilitator, when a conflict occurs, stop the exercise you are doing and call a "time out." Note that conflict is a part of any relationship, even close friendships. Learning how to constructively deal with differences is one of

## Managing Conflict, continued

the most important things that a person can learn. Say something like: “We are going to take a few minutes today and use this experience to learn about conflict and how to handle it.” Explain that you will need the help of the group for this exercise and ask them to help you. If you encounter significant resistance, which could happen for a variety of reasons, it may be better not to try this exercise or to use it after people have had an opportunity to “cool off.”

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**■ ACTIVITY**

30 minutes

**Introduction** (2 min)

Introduce the activity saying something like the following:

- *Conflict is common, it happens all the time*
- *We’re going to use this one as an example*
- *“Step back” for a minute and let’s think together about what’s happening*
- *The purpose of this exercise is to learn about conflict, not to label anyone or criticize the way they handle conflict*

Encourage the group to use their skills in listening and thinking. Conflict is difficult, especially a “real” one. Check in with participants periodically to monitor their energy level and to see if anyone is having a problem.

**Task 1** (10-20 min)

Describe the opposing positions as clearly as possible. Ask the group to help identify the details about the two positions. Write them on the board or flip chart so everyone can clearly see them.

Explore the “whys” as well as the “what’s” of people’s positions. Discuss possibilities as a group. Write these on the board.

**Task 2** (10-20 min)

Ask the group, including those who are having the conflict, to brainstorm possible ways to manage the conflict. (See the module “Overcoming Employment Obstacles,” in Managing Your Life, Section 8, for tips on using brainstorming as a learning activity). Sometimes conflicts are solved fairly easily. Others cannot be solved to everyone’s satisfaction. Sometimes just figuring out how to manage the conflict is a big accomplishment.

Seek agreement on the way to proceed, not on the positions (or who is right or wrong). For example, the parties agree to concrete steps to gather better information on the issue and to a subsequent meeting to discuss

Managing Conflict, continued

the information. They can do this without determining which person is “right” and which one is “wrong.” One constructive approach is to ask each of the people involved in the conflict to select one of the steps from the list of possible solutions that the group brainstormed, and commit to accomplish it. This step becomes a constructive step on the way to a solution or a strategy to manage the difference.

■ **REFLECTION**

*15 minutes*

Ask the group: “How did it feel to talk about this conflict?” Ask the people directly involved in the actual conflict first, and then open the discussion to the whole group.

Ask the group to reflect on their experience: “Do you think we were able to do anything to manage this conflict constructively?”

Ask the group to respond using this scale:

1	2	3	4	5
It is worse		About the same		Better

Tally the responses and discuss why the group members answered the way they did.

■ **CONNECTION**

*10 minutes*

Continue the discussion by asking:

“What are some examples of other conflicts that you have experienced?”

“How did you handle those experiences?”

“How might the things we have done today help you in another conflict?”  
Summarize: “There are two extremes in dealing with conflict: avoid it at all costs and fight. Between these two extremes are many good options for improving and managing differences. The important thing is to avoid becoming violent, either physically or verbally, and to do something constructive to manage the conflict. Sometimes having a “third party”—someone not in the conflict itself—can be helpful. Today (name the people involved in the group) served as a “third party.”

Thank the group for their participation. Take a break.



# Customer Service

## Key Points

Customer service is much easier to talk about than it is to do, especially when there are a lot of distractions. Everyone is a customer at some time. Taking the needs of the customer seriously and treating them with respect is at the heart of customer service. Customer service is one of the most important skills in many businesses.

## Goal

The goal of this module is: 1) to experience some of the challenges in providing customer service, and 2) to identify strategies and behaviors that keep overcome the challenges.

## Materials & Preparation

A desk or a table and chair that can be used to simulate an employee trying to provide a customer good service.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

20 minutes

Ask participants about their experience of being a customer. Use the following questions for discussion.

*“When was the last time you went shopping? Where did you go? Was there an employee there to help you? How did they help you? What did they do? Could they have done a better job? How?”*

Ask participants to identify some ways that employees who were very helpful treated them. Write them on the board or flip chart. Also ask them to share some ways that they have been treated that were not helpful. Ask how some of the practices that were noted would make a person feel if they were a customer.

## ■ ACTIVITY

20 minutes

### Introduction (5 min)

Introduce the activity by pointing out that customer service is important in almost every job. Say something like:

“Today we are going to identify some of the key skills, attitudes, and

## Customer Service, continued

behaviors involved in good customer service. As a part of this exercise, we are going to do a role-play. It will be fun but also a challenge. I need three volunteers.”

**Task 1** (15-20 min)

**Employee.** One volunteer will play the role of an employee at a company. Their job is to provide good customer service. The person playing the role of the employee should sit at the desk or table. Ask them to identify the company they are working for and what the company does. Emphasize to them that they will need to listen carefully and try to help the customer as best they can.

**Customer.** A second volunteer will play the role of a customer who is returning a product to the employee because it didn’t work. The second volunteer can decide what the product is and what is wrong with it.

**Second Employee.** The third volunteer will play the role of another employee who interrupts the conversation to ask where the forms are that have to be filled out to take vacation leave.

**Observers.** Other participants should play the role of observers, noting what happens.

These are the steps in the role-play:

1. The customer walks up to the desk and asks for assistance. She or he is returning a product that is defective. The customer is upset.
2. Allow the conversation to develop for a minute and then cue the third volunteer, who is playing the role of another employee, to approach the desk and interrupt the customer and ask the first employee where the forms are that you have to be filled out to take vacation leave.
3. Allow the dialogue to continue for a few minutes, noting what was said and how it was said.
4. If the volunteers have trouble getting started, ask the other participants to help coach them.
5. You may also want to do the role-play more than once, allowing other participants play the different roles.

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Customer Service, continued

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**■ REFLECTION***20 minutes*

Ask the volunteers how they felt playing the roles. They may have experienced feelings of frustration, anxiety, power, or confusion.

Ask the customer how it felt to be a customer. What is it like to buy something and find it doesn't work? Ask each employee who was helping the customer what it was like to be an employee. Ask the employee who was interrupting what that experience was like.

Ask each volunteer to identify his or her frustrations.

Ask the group to brainstorm options for handling this situation. (Helpful tips for the facilitator on brainstorming are included in the module "Overcoming Employment Obstacles" found in the section, "Managing Your Life.") List them on the board. Remember, brainstorming involves identifying alternatives without judging them as good or bad.

After the participants have generated a list of alternatives, tell them that the group is going to select the two that seem to have the best prospect for helping to improve the quality of customer service. Each person will have two votes. They can vote by raising their hand. Go down the list, reading each alternative. Ask for a show of hands of those who think the alternative has the best prospect for helping to improve the quality of customer service. Tally the votes for each alternative. Underline the ones with the most votes. Explain that the vote does not mean that the alternative is the best or that others are not good, rather, that the group as a whole thinks that the highest voted alternatives have the best chance for improving the level of customer service.

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**■ CONNECTION***10 minutes*

Now ask for three volunteers to try the role-play again. This time they should use the alternative solutions that the group identified. When they are done, ask the participants to thank the volunteers for their efforts. Ask the volunteers how they felt about doing the role-play and ask the other participants what they observed during the role-play.

Note again that customer service is difficult to do under pressure, and is a very important part of almost every job. Good customer service takes practice. Remind participants that one way to keep learning about customer service is to pay attention to how they are treated when they are the customers. They should also pay attention to how employees handle customer service during difficult situations.



# Work Ethics on the Job

## Key Points

Work ethics involve a number of attitudes and values that an employee brings to the job. Employers say that good work ethics often make the difference between success and failure at work. This module focuses on work ethics and is designed to help participants become more aware of the importance of work ethics and think about some specific workplace instances and decisions involving work ethics.

## Goal

The goal of this module is 1) to highlight the importance of work ethics on the job, 2) help participants become aware of some of the key attitudes and values important in work ethics, and 3) give several concrete examples of work situations in order to help participants practice making good work ethics decisions.

## Materials & Preparation

Worksheet on the KSAs found on page 2.26.

Answers to each of the three scenarios written on flip chart paper.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 minutes

*Name one person you really admire. Write the person's name on a piece of paper. (Give everyone about a minute to do this.) Now write a couple of reasons why you admire the person. (Again, give the participants a minute or so to think about their answer and write it down.)*

Ask for a volunteer to share their answer. Listen carefully to the reasons that they give. It is very likely that they will describe an example of some kind of "work ethic." Note the items that seem to stand out as examples of work ethics from the volunteer's list.

For example, one participant described her grandfather and said that he was hardworking, honest, loving and always took time to go to her school activities.

Explain to the group that work ethics were one of the top twelve areas of knowledge, skills and attitudes (KSAs) that were identified by Tennessee employers as important for success on the job. This module will focus on work ethics.



Work Ethics on the Job, continued

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**■ ACTIVITY**

35 minutes

**Introduction** (5 min)

*Work ethics are things that you do on the job that are examples of your beliefs, values and character. Work ethics are not specific skills. They are values and attitudes that affect what you do and how you do it. Today we are going to focus on three examples of work ethics and think about what is the right thing to do or say at work. Each of these examples involve a decision about work ethics. Each was first described by a Tennessee employer as an important example of successful work ethics on the job.*

For each of the three situations, read the scenario aloud. Then show participants the possible answers written on flip chart paper and ask them to select the best answer. Then discuss the reasons for the different choices that participants made.

If you have time and a sufficient number of participants in your group, role-playing is a very effective way to facilitate this module. To role-play this exercise, ask for volunteers to play the roles involved in the scenario. Ask the volunteers to come to the front of the room and use chairs or other available materials to “set the stage.” Read the scenario aloud. Then ask the participants to role-play the situation and the suggested answers. When the scenario is finished, be sure to thank the volunteers for their efforts.

**Task 1** (10 min)**The Situation:**

You are working in a small factory where you make parts for car lights. Your job is to make a small plastic part that helps to hold the car light together. During a workday you usually make hundreds of these parts. You are very good at it and your supervisor has told you that you are a very good worker. Today you were able to complete your job early. The day is almost over and there is fifteen minutes left until you clock out and go home. Another worker who runs a machine next to you has had problems all day and is way behind. What should you do?

**Possible Answers:**

1. Just sit there and mind your own business until it's time to quit.
2. Tell your co-worker to relax. Tomorrow will be a better day. She shouldn't worry about the fact she didn't get her task done. It happens to everyone.
3. Look busy until quitting time and ignore your co-worker. Un-do

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Work Ethics on the Job, continued

some of your work and fix it again so you will look very busy.

4. Offer to pitch in and help your co-worker complete her assignment.
5. Help cover for your co-worker by telling the supervisor that she had a hard day and did the best she could.

*The best answer is number 4, Offer to pitch in and help your co-worker complete her assignment. If you help your co-worker, you help the co-worker and also help the company. Everybody “wins.” And if you do help other people, it is much more likely that they will help you when you get behind.*

Ask participants to think about the results of the various possibilities. What would happen if they actually did each of the five possible options?

Participants may also have another option not listed that may be even more effective. Ask if anyone has another idea and discuss the possibilities and consequences of those options as well.

**Task 2** (10 min)**The Situation:**

You have a job in customer service at a large retail store. You are running the cash register helping people to check out. It is late in December and there are a lot of holiday shoppers. In fact there is a line of 15 people at your register alone. The customer you are serving presents several items to buy and then also tells you about his problems in detail. You notice that other customers are getting irritated. You also remember that your supervisor told you that customer service is very important. What do you do?

**Possible Answers:**

1. Ignore what the customer is saying and just run the register.
2. Tell the customer that you don't solve personal problems, you just run the register and that he should call the counseling hot line.
3. Run your register and also look attentive and try to listen. Explain that you also need to serve a lot of other customers who are patiently waiting. Explain that you don't really know what he should do but you hope that he can make the right decision.
4. Stop and listen to the customer's problem and offer what advice you can. Offer to give him your telephone number if he needs any other help.

## Work Ethics on the Job, continued

*The best answer is number 3, do your job, listen and be honest. As a cashier you want to get your job done and treat people the way you would want to be treated. If you were waiting in line behind the man, you would want the line to move forward. If you were the man you would want someone to listen. And you don't want to give bad advice.*

Ask participants to think about the results of the various possibilities. What would happen if they actually did each of the four possible options?

Participants may also have another option not listed that may be even more effective. Ask if anyone has another idea and discuss the possibilities and consequences of those options as well.

**Task 3** (10 min)**The Situation:**

You are working in a doctor's office as a receptionist and it is a very demanding job. Each day dozens of people call or come to your window asking for information. You are also a single mom and have three kids, two of them in school and one in day care. And your mother also lives with you although she doesn't do much to help out since she is often feeling tired and depressed. You are finding that the demands of your job and your family are growing and you just can't seem to get everything done at work or at home. It is very frustrating. When you get home you often feel too tired to be a good mom and when you are at work you often feel distracted by your problems at home. What should you do?

**Possible Answers:**

1. Quit the job and hope you can find another job that has less responsibility
2. Just focus on the job at work and avoid the personal problems. Let the school take care of the kids while they are at school, and your mother can fend for herself, after all, she's an adult.
3. Try to find a way to help you deal with the stress at home and on the job. Try to get the kids and your mom involved in helping to solve family problems.
4. Ignore the family problems. And ask your mom to go live with your brother. You are trying to be a good employee and you don't have time for all that whining.

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Work Ethics on the Job, continued

*The best answer is number 3. Stress is a part of many jobs and almost every family. Learning how to deal with it is very important for success at work or at home. It is also important to learn how to be a manager of the problems at home. Encouraging the family to get involved in solving their own problems helps them to learn good work ethics as well.*

Ask participants to think about the results of the various possibilities. What would happen if they actually did each of the five possible options?

Participants may also have another option not listed that may be even more effective. Ask if anyone has another idea and discuss the possibilities and consequences of those options as well.

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**■ REFLECTION  
& CONNECTION**

10 minutes

Think again about the qualities that you really admire in other people.

If you could change any attitude or value that you have to strengthen your work ethics, what would you change?

Is it okay to ask for help when you feel it is hard to cope with a situation? Who would you ask?

One Tennessee employer said that he thought 90% of success at work was attitude. What are some important attitudes for success in a job or at home? (You might want to look at the list of attitudes included as a part of the KSAs on page 2.26).

One former Families First participant now working said that she thought the most important thing in work ethics is to treat other people the way you want them to treat you and to be honest and do more than you're expected to do. What do you think are some of the most important work ethics for success at work and as apparent?



# Understanding Work Culture

Culture is a shared system of meaning. Work culture is the intricate pattern of how people do things, what they believe in, how they treat each other, how work is organized, and what is rewarded and penalized.

Culture is what makes a person, a workplace or a country different. Understanding the things that make a workplace different is important. Learning how to communicate, learning the vocabulary of the workplace, and learning how to appreciate differences all are important aspects of understanding work culture. The modules in this section help participants learn how to understand work culture by observing as a part of a workplace visit, communicating with employers, understanding the vocabulary of the workplace and valuing diversity.

<b>Introduction .....</b>	<b>5.1</b>
<b>Employment Jeopardy: KSAs .....</b>	<b>5.3</b>
<i>\\ KSAs Worksheet .....</i>	<i>5.7</i>
<b>Workplace Visit .....</b>	<b>5.9</b>
* <i>Workplace Visit Facilitator Guidelines .....</i>	<i>5.12</i>
<i>\\ Workplace Visit Participant Observation Form .....</i>	<i>5.14</i>
<i>\\ Workplace Visit Report Form .....</i>	<i>5.16</i>
<b>Employer Visit to Class .....</b>	<b>5.19</b>
<b>Valuing Diversity .....</b>	<b>5.23</b>
* <i>The Whole World as 100 People .....</i>	<i>5.28</i>
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# Employment Jeopardy: KSAs

## Key Points

Tennessee employers have identified twelve key areas of knowledge, skills, and attitudes (KSAs) that are critical for success in employment in their companies. These KSAs are practiced in slightly different ways depending on the workplace. A better understanding of some of these differences will strengthen the participants' ability to adapt to different workplaces and jobs.

## Goal

The goal of this module is to:

- 1) Remind participants of the importance of the KSAs, areas of knowledge, skills and attitudes that Tennessee employers have identified as important for employment success.
- 2) Help participants remember the top 12 KSAs.
- 3) Help participants understand the meaning of the KSAs in different work situations.

## Materials & Preparation

The room should be set up to play a version of the game Jeopardy. Depending on the number of participants, this could be done in different ways, some more elaborate and some less elaborate. Some "Jeopardy atmosphere" helps participants get into the game, but the atmosphere is not the most important part of the exercise.

The top twelve KSAs are attached as a worksheet and can be distributed, posted on the wall, or written on the board or flip chart.

You can use the information provided to review the importance of the KSAs in preparation for this module.

## Time Needed

Approximately 50-60 minutes, depending on group size.

## ■ AWARENESS

*10 minutes*

Remind the participants about their own knowledge, skills and attitudes (the module on "Resume Skills," chapter 2, helps participants to identify the specific KSAs that they use naturally) and link them to the top twelve KSAs, or areas of knowledge, skills, and attitudes that 3,000 Tennessee employers identified as important for success on the job. Point to the twelve KSAs that are posted and ask different individuals in the group to

## Employment Jeopardy, continued

define each one in a simple way. As facilitator you may need to coach them. Some of the KSAs like “Work Ethics” – “honesty” – may not be as clear or easy to remember as others. Use *Keys to the Future* and other materials on the KSAs for reference. Make notes on the board as the group describes each of the KSAs. Be sure to show appreciation for the descriptions offered by participants.

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**■ ACTIVITY***30 minutes***Introduction** (5 min)

Explain that the group is going to play a game called “Employment Jeopardy.” As facilitator, you will serve as the host. In front of you will be a list of the top twelve KSAs. Although employers understand them in similar ways, they are actually a little different in each job or workplace.

The participants’ job in “Employment Jeopardy” is to help identify some of the different meanings of the KSAs for different jobs and workplaces.

As facilitator, you should pick five jobs to use in the Jeopardy game ahead of time, such as:

- CNA at a Nursing Home
- Customer Service at McDonalds
- Cashier at WalMart
- Machine Operator at a factory making car parts
- Receptionist at a bank

Try to use jobs that participants can identify with in your community.

**Procedure for Game**

As facilitator and “host” you might say something like this:

- *I will say **one of the twelve KSAs** and then say **the name of a workplace**. The first person who thinks they know what the individual KSA would mean in that workplace should raise their hand. I will call on you. You say your answer. If you are right, you get a reward. If you are wrong, others in the group will have a chance to answer until someone gets it right.*
- *For example, I might say that the category is “Standard Procedures.” You already know that means the rules that a company uses in their work. Then I might call out the name of a job, like a CNA at a Nursing Home. You might raise your hand and say that one standard procedure at a Nursing*

## Employment Jeopardy, continued

*Home is to never give out information about patients to outsiders. Your answer would be correct. Another example of standard procedures for a machine operator might be the procedure used to start up a machine.*

- *You may not think that you know the exact answer. You can guess if you want. Try and see what you come up with.*
- *As facilitator and game host, I will decide the correct answer.*

**NOTE TO FACILITATOR:**

There may be more than one answer. You will have to decide whether the participant's answer is acceptable. You should think about the possible answers ahead of time and be prepared to determine whether you think the answer is correct. It is not necessary to use a prize for a correct answer but it makes the game more fun. Some prizes that have been used successfully include individually wrapped Tootsie Rolls and Life Savers. When a participant gets a right answer, they get one Tootsie Roll or Life Saver. Prizes like Tootsie Rolls come in a large bag, are individually wrapped and are very inexpensive, making them a good prize and reward for a correct answer.

**Employment Jeopardy Game** (25 min)

Call out the name of one of the KSAs and the workplace or job. Make a judgment on the answer and award a prize when appropriate. If no one knows the answer, skip the item and go on to the next one. Be sure to mark the item so you can return to it during the reflection period to talk about the right answer.

**■ REFLECTION**

10 minutes

Thank the participants for “putting their thinking caps on.” It is hard to know what some of the KSAs mean in different jobs.

Review the ones that the group did not identify correctly. See if the group as a whole can come up with several possible answers.

Ask the participants:

“Why do you think that employers in Tennessee picked these KSAs?”

“Which of the KSAs on the worksheet is the easiest for you to do? The most difficult?”



Employment Jeopardy, continued

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**■ CONNECTION***10 minutes*

The KSAs are important on the job, but they are also important in many other situations. Ask the group if they can help describe what each of the KSAs would mean in the process of taking care of a child. “In being a parent, what does dependability mean?” Talk about as many of the KSAs as you have time for.

Conclude by reinforcing the idea that the KSAs are important for success on the job and also for success as a parent and a member of the community. If there is time, you might ask if anyone in the group can name all twelve of the KSAs, and give a prize for the person who can name the most.

# KSA Worksheet



## Knowledge, Skills and Attitudes for Successful Employment

Participating in a statewide survey, over 3,000 Tennessee employers identified the following items of Knowledge, Skills, and Attitudes as important for success on the job.

*Write a definition of each one in the box provided.*

KSA Item	What does this term mean?
Dependability	
Follow instructions	
Getting along with others	
Do the right thing— work ethics—honesty	
Accurately perform work operations	
Work on a team effectively	

<b>KSA Item</b>	<b>What does this term mean?</b>
Cooperate with others	
Listen for understanding	
Talk respectfully	
Follow standard procedures	
Having a GED/H. S. Diploma	
Quality	
Accept change	
Take initiative	



# Workplace Visit

## Key Points

One of the best ways for participants to learn about jobs and companies is to visit a workplace. Making a workplace visit as a group enables participants to learn together and to learn more about a workplace than anyone could learn by visiting alone. Group visits are also less anxious for participants as well as more fun.

## Goal

The goal of this module is for participants to visit a workplace, document their visit, and discuss the experience as a group.

## Materials & Preparation

A suitable workplace to visit, a company representative to provide the orientation and tour of the workplace, **Workplace Visit Participant Observation Forms (page 5.14)** and pencils for each participant, adequate transportation, and a suitable time and place for follow-up discussion.

## Time Needed

Approximately 2-3 hours, depending on group size.

NOTE: The timing for the steps in this module will vary greatly depending on the type of workplace visited. It is anticipated that the workplace visit will take a total of 2-3 hours depending on distances and transportation, the type and size of the company, and the size of the group. The following guide is designed to strengthen the participant's learning experience. Facilitators will need to adjust the times involved to fit their circumstances.

## ■ AWARENESS

10 minutes

In preparation for the visit, it may be helpful to review the details of the workplace visit with the participants. Remind them of the following:

1. **Greet employees** and treat them in a courteous manner. Encourage them to look the employer or staff member in the eye and shake hands. Depending on the participants in the group, *it may be useful to practice greeting the employer before the visit.*
2. Encourage participants to **ask questions** but be respectful. They should not comment on wages or benefits or make judgments about the company.

## Workplace Visit, continued

3. Encourage participants to **be observant**. Their assigned activity is to complete the **Workplace Visit Observation Form** while making the visit. They can also use the form to write down anything that they see or have questions about. The form will help them remember what they learned, and will be used later in class discussion.
4. Provide information about the company for the participants. Describe the company, its location, size, its products and services, and any other information about the company that will help prepare participants for the visit.

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**■ ACTIVITY***45-60 minutes*

Most workplace visits consist of four parts:

- **Orientation.** The employer or company representative will go through a short orientation before the group takes a tour. Sometimes this orientation will include safety information if that is appropriate for the tour.
- **Workplace tour.** A company representative will conduct a tour of the workplace.
- **Questions.** At the conclusion of the tour, the company representative will answer any questions that participants might have.
- **Literature.** Where appropriate, the company representative will distribute literature.

**Task 1**

Participants should participate in the tour and workplace visit and complete the Workplace Visit Participant Observation Form during the tour and discussion.

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**■ REFLECTION***15 minutes*

Often the company representative will ask if there are any questions. The facilitator should assist in the discussion since the employer will not know the participants and participants may not always be comfortable asking questions.

Participants should have written down one question to ask the employer on their Workplace Visit participant Observation Form. As facilitator, you should ask for volunteers to ask their question. You may need to be prepared to ask a question yourself to start the discussion. As the group discusses the visit, usually additional questions come up naturally.

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Workplace Visit, continued

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**■ CONNECTION***10 minutes*

In many cases, the discussion and reflection will continue after the workplace visit, either in the van (depending on how transportation was handled) or during the next class session. Some possible areas for additional discussion include:

1. Ask participants to identify the jobs that they observed. Write the job titles on the board or flip chart.
2. Ask them to identify the key skills that they identified for success in those jobs. Write them on the board or newsprint and discuss.
3. Ask them to share some of the words that they wrote down that they were not familiar with. Write them on the board or flip chart and discuss.
4. Not all entry level jobs are fun. Ask them what benefit there may be to sticking with a job that might not be that enjoyable.

Remind the participants to save their completed Workplace Visit Participant Observation Forms.

# Workplace Facilitator Guidelines



The goal of this module is to provide participants an opportunity to participate in a structured workplace visit. Completing the workplace visit will help participants learn about jobs and workplaces by observation, reflection, and discussion. Visiting a workplace will also strengthen their confidence in the job search.

**Note: Advance planning is essential for this module.** Making timely arrangements with the employer and securing transportation are essential for a good workplace visit.

There are three main steps for completing the workplace visit.

## **A. Preparing for the Visit**

### **1. Select and contact the employer about the possibility of your *Work Know How* class visiting their workplace.**

- a. Select an employer who will provide a positive, quality visit, who is appreciative of Families First, and whose workplace is representative of the types of jobs more often available for Families First participants. If you are not sure about the employer to select, it may be helpful to contact the Area Manager or Field Supervisor of your local Department of Human Services office.
- b. When contacting the employer, introduce yourself and explain that you are an Employment and Career Specialist working as a part of Families First, Tennessee's Welfare Reform Initiative.
- c. You may need to briefly tell the employer about Families First and *Work Know How* and explain the importance of the workplace visit.
- d. Tell the employer that you would like to bring the group, noting the approximate size of your group. Explain that you would like a company representative to conduct a tour of the workplace and answer questions.
- e. Note that the workplace visit can be done in different ways. Many companies routinely have students and other groups visit. Generally there are four parts of the visit:
  - i. Orientation
  - ii. Tour
  - iii. Discussion
  - iv. Company literature

### **2. Tell employers what you would like for them to do.**

Ask the employer to be responsible to:

- a. Provide a tour of their workplace for the Families First participants involved in *Work Know How*.

- b. Share information on available jobs and possibilities for career advancement at their workplace.
  - c. Designate an employee to answer questions and talk about jobs at their workplace.
- 3. Contact the agency in charge of transportation to arrange for the group to visit the workplace you have chosen.**
- 4. Prepare the participants**
- a. Show participants the Workplace Visit Participant Observation Form and explain how it will be used.
  - b. Remind participants to dress nicely, but comfortably. Depending on the workplace, some types of clothing might be appropriate, such as low heel shoes.

## **B. During the Visit**

- 1. Give participants the Workplace Visit Participant Observation Form and a pencil.**
- 2. Encourage participants to ask questions.**

## **C. After the Visit**

- 1. Discuss the experience.**
  - a. Use the Workplace Visit Participant Observation Form as a basis for the discussion.
  - b. Ask the group what questions they have.
  - c. Discuss the types of jobs, job requirements, benefits, and opportunities for advancement at this workplace.
  - d. Ask how this workplace compares with others that they know about.
    - work skills requirement
    - education requirement
    - working environment
    - pay and benefits
    - advancement
- 2. Write a thank you note and send it to the employer or send a card. Ask participants to sign if appropriate.**
- 3. Complete the Workplace Visit Facilitator Report Form and file it.**



*Work Know How*

# Workplace Visit – Participant Observation Form



Your name: \_\_\_\_\_ Date: \_\_\_\_\_

County: \_\_\_\_\_

Name of workplace visited: \_\_\_\_\_

Product or service: \_\_\_\_\_

Number of employees: \_\_\_\_\_ Number of shifts at the company: \_\_\_\_\_

At what times of the week / day is the company open for business? \_\_\_\_\_

\_\_\_\_\_

Write the names of any manager, supervisor or employees you see ( write their names here) \_\_\_\_\_

\_\_\_\_\_

“What is the most difficult part of the job?” \_\_\_\_\_

“The most interesting?” \_\_\_\_\_

**Many workplaces have more than one entry level job.**

**Pick the one that is the most interesting to you and answer these questions:**

1. What is the job called?: \_\_\_\_\_

2. What does a person do in this job? \_\_\_\_\_

3. Does the job require a GED or High School diploma? \_\_\_\_\_

4. Does a person need work experience to do this job? \_\_\_\_\_

5. What skills are used in this job? \_\_\_\_\_

6. Describe the equipment used in this job: \_\_\_\_\_

7. What makes the job difficult or easy? \_\_\_\_\_

Of all the things that you saw at this workplace what is one thing that you won't forget?

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What new words did you see or hear. Name at least three.

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If you could ask the manager of this company any question, what would you ask?

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Tennessee Department of Human Services

# Workplace Visit – Report Form



*Work Know How* instructors are asked to complete this form after each workplace visit and class discussion. Please keep a copy of this form in your files.

County: \_\_\_\_\_ Date of class visit: \_\_\_\_\_

Instructor: \_\_\_\_\_ Contractor: \_\_\_\_\_

Number of Families First participants making visit: \_\_\_\_\_

Number in your Families First class who did not participate in visit: \_\_\_\_\_

Date of class discussion following visit \_\_\_\_\_

Name of workplace: \_\_\_\_\_

Product or service: \_\_\_\_\_

At what times is the company open for business? \_\_\_\_\_

Does the company have one shift? \_\_\_\_\_ Two? \_\_\_\_\_ or Three? \_\_\_\_\_

Has company hired Families First participants in the past? Yes ☐ No ☐ (If yes about how many? \_\_\_\_)

What were some of the things that were identified as challenges at the workplace?

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1. How many different entry level jobs at this workplace were identified by class participants?  
(Total Number: \_\_\_\_\_). List them:

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2. What were the key skills identified by class participants as important in the jobs available at the workplace?

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3. What were some of the new workplace vocabulary words identified by participants?

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4. On a scale of 1-7, please rate the overall class response to this visit?

1	2	3	4	5	6	7
Boring			Okay	Enthusiastic		

Comment: \_\_\_\_\_

1. What were some of the things identified by participants as key learnings from this visit?

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# Employer Visit to Class

## Key Points

Having an effective employment conversation provides a foundation for successful employment. The employer visit to the class is a very effective way to learn about a company, the jobs they offer, and to practice a conversation with an employer in a non-threatening environment. The employer visit is dynamic preparation for the job interview, and a good time to practice skills used in contacting and conversing with employers.

## Goal

The goal of this module is: 1) meet a local employer, learn about the company, its jobs and hiring process, and 2) practice skills in conversing with an employer about jobs.

## Materials & Preparation

### NOTE TO FACILITATOR:

Before this session the facilitator will need to contact a local employer or human resource manager and ask them to visit the class. Employers will need some prior notice in order to participate, and you may need to adjust the day and time of this module in order to fit the employer's schedule.

Explain the format for their visit (30 minute, informal discussion with Families First participants) and the topic of the visit (see below under "Activity" for sample questions and topics).

The goal of the employer visit is to strengthen participants' confidence in interacting with an employer in preparation for their own job search, as well as providing information on the company, jobs, and hiring process. Select an employer or human resource manager who will interact well with Families First participants. For this module it is not important how many participants are in the group. The smaller the group, the more opportunity there is for interaction. It is important to tell the employer the approximate size of the group, since that might affect their preparations (some employers will bring written company information, for example).

## Time Needed

Approximately 60 minutes, depending on group size.

Employer Visit to Class, continued

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**■ AWARENESS***10 minutes*

**NOTE TO FACILITATOR:** This module has three parts. The first, “Awareness” occurs before the employer arrives. The second, “Activity” is the conversation between the employer and the participants. The third, “Reflection” is done after the employer leaves and is an opportunity for participants to discuss the conversation.

The purpose of this part of the module is to prepare the participants for the employer visit before the employer arrives. During this time the facilitator should:

- Brief the participants on the employer who will be visiting, the company, products, location of the workplace, and any other appropriate introductory information.
- Review with participants the guidelines for effective face-to-face contacts with employers (See module “Contacting Employers” in Section 6). Examples include shaking hands and maintaining eye contact.
- Coach participants on how to ask questions clearly, briefly, and with respect.

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**■ ACTIVITY***30 minutes***Introduction** (2 min)

The goal of this session is to facilitate a conversation between a local employer and the participants in Families First. The exact nature of the conversation will vary with each group of participants. The following questions are intended to serve only as a guide.

As facilitator, after the employer arrives you should begin the session by welcoming and introducing the employer to the group.

**Task 1** (5-10 min)

As facilitator, ask the employer to begin by telling the participants about the company and products.

**Task 2** (15 min)

The purpose of this section of the activity is to provide a time for questions and answers between the employer and participants. Participants may have other questions and the employer may have additional comments as well.

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Employer Visit to Class, continued

NOTE TO FACILITATOR: Asking the employer to talk about their own job experience is helpful. Participants are interested in how another person has gotten a job and the kinds of work they have done. Telling participants about some of their job history also reinforces the idea that a career is made up of smaller steps that lead to a larger employment goal. Information about specific jobs, job requirements and the hiring process is also very helpful for participants in preparation for their own job search.

The following are possible questions for the employer:

- What was your first job like?
- What kinds of jobs have you had before the one you presently have?
- What do you do in your present job?
- What do you like about your work?
- What is one frustration that you face?
- What kinds of jobs are available in your company?
- What skills and experience are required for those jobs?
- How does a person get hired at your company?

Other questions and answers.

**Task 3** (5-10 min)

Ask the employer, “What advice or suggestions would you have for participants involved in Families First or anyone looking for a job in this community today?” This question usually generates additional questions and discussion.

As facilitator, be conscious of the time. Most employers are on a tight schedule. It is important to respect the original agreement made with the employer, unless the employer chooses to continue the discussion beyond the thirty minutes. At the conclusion of the session be sure to thank the visitor for their participation.

---

**REFLECTION**

*10 minutes*

After the employer has left, it is important to take a few minutes with participants and reflect on the visit. Begin by thanking them for their attention and good questions. The following are questions that can be used for reflection:

- What did you learn about the company?

## Employer Visit to Class, continued

- What did you learn about jobs and hiring at the company?
- What was it like to talk with an employer?
- Did you notice anything about the employer's appearance and the way he or she interacted with the group? (This may be a good time to connect the experience of the employer in this session with some of the information in the module "Looks Matter: Appearance and Body Language" in Chapter 2 and "Contacting Employers" in Chapter 6).
- What is one thing that you learned from this conversation with [Name of employer] that will help you in your own job search?

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**■ CONNECTION***10 minutes*

In conclusion, point out to participants that companies, jobs and employers are very different from each other. Having a conversation with an employer is a way to learn about the company, the job and the employer. It is a way to get information and see if you think you might fit the job and situation.

Point out that today's conversation with [Name of the employer] was a form of interview. The employer came to visit this class and the group asked the employer questions. When a person goes for a job interview, they will visit the company, and the employer will ask them questions. The job interview is also a conversation. It is a time when the employer can get to know you, your goals, and your experience, and you can learn about the company, the job and the employer.





# Valuing Diversity

## Key Points

There are many ways to define diversity. The dictionary defines diversity as “a state of unlikeness” or “the condition of being different.” Diversity refers to the ways people are different. Workplace diversity is related to race and gender, and also differences in age, ability, religion, and sexual orientation. Diversity skills are competencies that allow people to interact in ways that respect and value differences. The world is a global community and awareness of societal diversity is increasing. Workplace diversity is increasing dramatically. In today’s diverse workplace, being able to better understand and respect differences is important.

## Goal

The goal of this module is to: 1) identify some of the ways people are different, and 2) learn to recognize some personal biases, stereotypes and reactions to issues of difference.

## Materials & Preparation

Map of the world

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 minutes

Introduce the topic to participants by saying something like this:

*Diversity is everywhere, especially in the workplace. Here are some facts:*

- *The combined numbers of all minorities constitutes a majority of the U.S population.*
- *Women make up almost half of the workforce.*
- *Individuals with physical disabilities are dramatically increasing their participation in society.*
- *Older individuals work longer and are the largest group in the country.*

Write the following definitions on the board or flip chart page and review them with participants:

- Diversity: the ways people are different.
- Culture: the values, traditions, rules, customs, rituals, and ways of viewing the world of a group of people who share common factors.

## Valuing Diversity, continued

- Prejudice: a preconceived attitude or opinion made before all information has been collected.
- Discrimination: actions that hinder equal access to economic resources, educational systems, and leisure opportunities.

This exercise focuses on valuing diversity.

---

**■ ACTIVITY**

*35 minutes*

**Introduction** *(5 min)*

Ask participants: “How are people diverse?”

Write their answers on the board or flip chart. Add to the list of participant responses some items from the list below after the group has had a few minutes to discuss the question.

Some characteristics of diversity are more obvious, such as:

- Race, ethnicity gender
- Physical impairment
- Sexual orientation
- Age

Others are less obvious, but also important:

- Economic status
- Religion
- Military experience
- Education
- Neighborhood
- Marital status
- Parental status
- Type of job
- Type of food eaten
- Clothing choices
- Language differences
- Hair style

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Valuing Diversity, continued**Task 1** (10-20 min)

Ask participants to think of a situation in their lives when they felt like they were different from others and were judged or not accepted because of their difference, or when they experienced discrimination, or when they felt tolerated and avoided. Ask several volunteers if they would tell about their experience.

Ask participants to think of a situation when they felt they were different from others, and also were appreciated and accepted. Ask several volunteers to briefly tell about their experience.

Make two columns on the board or flip chart, and write the words “judged, not accepted” at the top of one, and “accepted, appreciated” at the top of the second.

Using the stories that participants shared, ask the group to identify some of the feelings and behaviors involved. As they talk, write these feelings and behaviors in the appropriate column.

As facilitator, note some of the similarities and differences in the stories participants tell.

**Task 2** (20 min)

Ask participants to think of an experience in the workplace in which differences are not valued. Discuss the various situations that are described by the group. Select one situation that will be the focus for this part of the exercise. Have the participants do a skit acting out this situation as it was described it. Debrief the experience and ask participants to talk about their reactions to it.

Now repeat the skit, but ask the participants to show a constructive way to value differences and diversity in the situation. Debrief the experience and ask participants to talk about their reactions.

**Task 3** (10 min)

Note the differences between the two skits and write them on the board. The list should point to several constructive behaviors, attitudes and communication skills useful in the process of valuing diversity. Highlight several that are important in the process of valuing diversity in the workplace. An example might be listening carefully in order to understand what is said before reacting.

Valuing Diversity, continued

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**■ REFLECTION***10 minutes*

Read the following definition of *valuing diversity* to participants:

“Valuing Diversity is becoming aware of one’s own ethnicity and differences and acknowledging and respecting differences in others— not just tolerating differences, but valuing them.”

Ask participants how they value diversity in their lives. What works? And what do they think would help others in learning how to better value diversity?

Some examples might include: careful observation of the situation, listening to understand the other person’s perspective, managing stress, and being assertive but not aggressive.

Read this statement to the participants and ask for their reaction:

One employee in a small manufacturing plant said: “Valuing diversity is learning how to be yourself, accept and appreciate differences, adapt to different situations, and learn from the differences not fight about them.”

After discussion, point out that valuing diversity is easy to talk about, but hard to do. It is especially difficult at work, where people are very different and have to work together to get the job done, often under pressure. It is something that everyone needs to be aware of and practice, always.

**■ CONNECTION***10 minutes*

Families can be diverse. Sometimes there can be a lot of differences between two children from the same family, even though they may be the same race, gender, close to the same age, and share many common experiences. At times it is hard to value diversity at home.

In a workplace, there are many differences between employees, and the pressures of the job, as well as the company’s culture can make it even harder to value diversity.

Show participants a map of the world, and point out that the world is filled with even more diversity.

Either write the information from “The Whole World as 100 People” (page 5.28) on the board or flip chart, or make copies and hand out to the

## Valuing Diversity, continued

group. Read the items and ask the participants what they think of the information. You will get a variety of responses and discussion. Summarize by saying that diversity is everywhere and sometimes it can be really hard to value diversity. Conclude by noting that the variety of responses the participants provided in this discussion is itself an example of diversity of perspective.

# The Whole World as 100 People



If you were to shrink the world's population to a village of exactly 100 people, with all the present proportions of human difference remaining the same, the village would be populated by:

- 57 Asians
- 21 Europeans
- 14 from the Western Hemisphere (north and south)
- 8 Africans
- 52 females
- 48 males
- 70 would be non-white; 30 white
- 70 would be non-Christian; 30 would be Christian
- 89 heterosexual; 11 homosexual
- 59% of the entire world's wealth would be in the hands of 6 people and all 6 would be citizens of the United States
- 80 of the 100 would live in sub-standard housing
- 70 would be unable to read
- 50 would suffer from malnutrition
- 1 would be near death, one near birth
- Only 1 would have a college education
- Only 1 would own a computer



# How to Learn at Work

## Key Points

The ability to learn is the most important skill an employee can have, because it is the one skill that can improve every other skill. Employees who can learn effectively are more successful, advance further and enjoy their work more than those who do not value learning. Learning is more than sitting in a classroom. Learning requires active involvement, hard work and patience. People learn in different ways. Thinking about learning at work can help a person learn and remember more.

## Goal

The goal of this module is to help participants: 1) understand strategies for learning at work by reflecting on the tower building exercise used in the module “Working Together.”

## Materials & Preparation

NOTE TO FACILITATOR:

This module should follow the module “Working Together” (in Chapter 4) or some other exercise where participants engage in an activity in which they have to learn to do something together.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*10 minutes*

Say something like this to participants:

“Learning on the job is really important because things are always changing. You just finished building a tower together [module “Working Together;” substitute if another activity was used]. Let’s think about that exercise and discuss how a person can learn at work.”

Ask participants to remember what it was like to build the tower. Help them by describing some of the things that happened. The participants will often jump in and add their own memories and observations.

## ■ ACTIVITY

*35 minutes*

### Introduction (1 min)

Introduce this activity by telling the participants that this exercise is a way for them to think about how the process worked for them to build a tower.

## How to Learn at Work, continued

**Task 1** (5-10 min)

Ask each participant to take two minutes to think about what they learned when they built the tower. Ask them to remember at least one thing and write it down.

Ask participants to tell what they learned and list the items on the board or flip chart.

**Task 2** (10 min)

Ask participants to share three minutes and think about how they learned the item mentioned in Task 1. Give them an example from one of the items that they noted. An example of one thing that a participant learned might be: "I learned that a triangle is stronger than a square." An example of how the person learned it might be: "I learned it from Mayzelle" (who told me - I had to ask and listen). Or, "I learned it by building the tower with squares and watching it fall down" (observation and trial and error). Ask them to write down their answers.

Participants will tell what they learned in Task 1 and how they learned it in Task 2. Write their answers on the board or flip chart. Discuss the different items and how the participants learned them.

NOTE TO FACILITATOR: This can be a difficult task. The participants may have trouble thinking of how they learned. You may need to give examples and help the group think about how they learned. The important point is that they begin to think about how they learned and become conscious of the difference between what they learn and how they learn.

**Task 3** (10-15 min)

Summarize the ways that participants learn on the board or flip chart. Depending on the group response you may want to add other ways that people learn.

The following are among the items that could be included:

- Listening carefully
- Taking notes; writing it down
- Asking questions
- Watching how someone else does something
- Trying something out and seeing how it works
- Understanding and correcting mistakes (learning from mistakes)



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How to Learn at Work, continued

Point out to participants that a person learns all the time, but they may not pay attention to how they learn and the learning skills they are using. Everyone learns in a slightly different way. Explain to them that if they know something about how you learn best, they can learn more and learn it faster.

---

**■ REFLECTION***15 minutes*

Write the following words on the board or flip chart and then ask the group: Which of these appeals to you more? Learning by:

- *Watching someone do something*
- *Trying to do it yourself*
- *Talking and listening to other people tell how to do something*
- *Reading and thinking about something*

*Ask participants to discuss their answer and give an example if they can.*

Then ask the participants:

“How important are other people in learning at work?”

After they discuss the question, point out that learning from other people is the most common way that people learn at work. Tell them that finding out about a co-worker’s life and experiences at work is a good way to learn how to do a job, a good way to get good advice about a problem they may be having, and sometimes a good way to make a friend. If they have good relationships at work, they will often be able to find someone who can help them learn what they need to know.

---

**■ CONNECTION***15 minutes*

Conclude by reminding participants that there are different ways to learn at work. Although everyone likes to learn in a slightly different way, three good strategies for them to remember include:

- **Training.** Take advantage of training opportunity. When the company offers a class and they have the opportunity to participate, they should take the class or training if they can.
- **Read.** If their job involves something that uses a book or manual, they should read it whenever they can. Sometimes it is better to read a book or manual in small sections, because it is easier to remember.
- **Take notes.** Writing something down is a good way to remember. Some people write a note and put it where they will remember. Others use a small notebook.
- **Watch someone else.** Watching someone do a task they do well is a great way to learn.



# Getting A Job

Finding work that's right for a person isn't always as straightforward as it seems. Getting a job takes careful planning. Although there are many activities involved in getting a job, there are four basic steps: determining the job to seek, contacting the employer, completing an application or resume, and going for an interview. In *Work Know How*, the application process is emphasized, because Tennessee employers have said that a good application is an essential part of the hiring process for almost every job. Resumes are important for some jobs and an excellent way to strengthen a participant's self-knowledge. The interview is also critical, and requires good interpersonal skills as well as a good understanding of the job and workplace. The modules in this section help participants practice the skills necessary to get a job.

<b>Introduction .....</b>	<b>6.1</b>
<b>Making a Job List .....</b>	<b>6.3</b>
<i>Job Information Sheet.....</i>	<i>6.6</i>
<i>Job Evaluation Worksheet.....</i>	<i>6.7</i>
<i>Job List Worksheet.....</i>	<i>6.8</i>
<b>Contacting Employers.....</b>	<b>6.9</b>
<b>Job Application: A Note to Facilitators.....</b>	<b>6.14</b>
<b>Job Applications I.....</b>	<b>6.17</b>
* <i>Examples of Job Application .....</i>	<i>6.21</i>
* <i>Visiting an Employer to Pick Up a Job Application .....</i>	<i>6.22</i>
* <i>Tips for a Good Application.....</i>	<i>6.23</i>
* <i>Ms. Jones' Application—Example .....</i>	<i>6.24</i>
<i>Master Job Application Form.....</i>	<i>6.29</i>
<b>Job Applications II .....</b>	<b>6.35</b>
* <i>How to find past information for applications and resumes.....</i>	<i>6.37</i>

(continued on next page)

<b>Job Applications III .....</b>	<b>6.39</b>
<b>Interviewing .....</b>	<b>6.41</b>
* <i>Questions Commonly Asked by Employers.....</i>	<i>6.47</i>
* <i>What Employers Look for in a Job Applicant.....</i>	<i>6.48</i>
* <i>Job Interview Do's and Don'ts.....</i>	<i>6.50</i>
<b>Completing a Resume Draft .....</b>	<b>6.51</b>
<i>Resume Worksheet .....</i>	<i>6.54</i>
* <i>Resume Tips.....</i>	<i>6.59</i>
<b>Polishing the Resume.....</b>	<b>6.61</b>
* <i>Resume Bloopers .....</i>	<i>6.64</i>
* <i>Where Do You Find a Job? .....</i>	<i>6.65</i>
<b>Making a Job Plan.....</b>	<b>6.67</b>
<i>Employer Contact Form .....</i>	<i>6.70</i>



# Making a Job List

## Key Points

The purpose of this module is to evaluate potential jobs to see if they are a good fit for a potential job applicant and a step to the future. The jobs that participants identify in this exercise may be specific, such as a cashier at WalMart, or they may be more general, like a bank teller. In the process of examining available jobs, participants will make a Job List. This module will strengthen the skills they need to evaluate jobs and make decisions about them.

## Goal

The goal of this module is to: 1) learn how to evaluate potential jobs by rating them, discussing them and thinking about their fit with a participant's situation, and 2) for each participant to complete a job list that reflects the priority of a number of jobs based on best fit with their particular situation.

## Materials & Preparation

A local newspaper with a "Classified" ad section showing employment opportunities. (If the local paper does not list employment opportunities, use a regional paper. The point is to have a page of the paper with many opportunities listed.) The facilitator will need to count the actual number of jobs listed before the session, since that number is used in the exercise.

Each participant will need three completed **Job Information Sheets**. They completed two Job Information Sheets as a part of the module on the Career Center Visit and two as a part of the module on the Public Library Visit (Chapter 3). The Job Information Sheets contain specific information about jobs that each participant found interesting. Participants will need to select three of these four Job Information Sheets for use in this module.

Each participant will also need 3 copies of the **Job Evaluation Worksheet** and one copy of the **Job List Worksheet** that are attached to this module.

## Time Needed

Approximately 50-60 minutes, depending on group size.

## ■ AWARENESS

*10 minutes*

Show the participants the Classified Ad section of the newspaper that lists available jobs. Ask them to guess how many jobs are listed there. After everyone has guessed, tell them the answer. Point out that there are many jobs listed and they change daily or weekly. Most people just read

## Making A Job List, continued

the paper and circle the ones they like or that look interesting to them. That is important, but there is a lot more to making a good job decision. This exercise is an example of a way for the participants to think about jobs and decide which ones are a good fit for them.

---

**■ ACTIVITY***25-30 minutes***Task 1** *(5-10 min)*

Participants should have the Job Information Sheets that they completed at the Career Center or library. Explain to the participants that they are going to evaluate each job that interested them.

First the group will practice an example of a job evaluation together. Describe a hypothetical job as a receptionist at a dentist's office. Exaggerating the details somewhat and including humor may help participants remember the example. Use a copy of the Job Evaluation Worksheet in your practice evaluation and have the group discuss and evaluate the receptionist job together.

After the practice session, give each participant three Job Evaluation Worksheets and ask them to rate the three jobs on their Job Information Sheets that they identified as interesting.

**Task 2** *(15-20 min)*

After everyone has finished, ask them to complete the **Job List Worksheet** that summarizes the results of their evaluation.

Ask the participants to explain how they made the decisions they made in rating the items on their Job List Worksheets. Depending on the number of participants, ask them to discuss the results of their work as a whole group, smaller groups of 3-4 people or in pairs. Discussing the process as a whole group provides more opportunity for participants to learn from each other and for you, as facilitator, to provide coaching and assistance. If the group is large though, there will not be enough time for each participant to share how they made their decisions.

**Task 3** *(5 min)*

Ask participants to take a couple of minutes to think about the discussion and make any changes to their own job list that they want to make.

## Making A Job List, continued

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**■ REFLECTION**

5-10 minutes

Ask participants to reflect on their work in this session using these questions:

- *How does your job list measure up to what you think you would like to do?*
- *Are any of the results surprising to you? Frustrating?*
- *Do any of the jobs on your list represent a good step toward achieving your dream for the future?*

---

**■ CONNECTION**

5-10 minutes

Review with the participants the evaluation process that they just used in this exercise. Write the four steps involved in the evaluation process on the board or flip chart:

1. Good information. Good job information is available at the Career Center or the Public Library.
2. A way to think about the information. The Job Evaluation Worksheet provided a way to think about the potential fit for each job.
3. People to help think it through. Others in the group can provide feedback and help each person see things that they might overlook.
4. A summary of the evaluation results. Some written notes that help a person remember what they were thinking.

Ask participants if they can think of any other areas in their lives where this kind of evaluation might be useful. An example might be evaluating potential day care centers. The categories on the left hand side of the Evaluation Worksheet would be different. Ask the group to help you identify some possible categories for a Day Care Evaluation Worksheet. As they share ideas write them on the board or flip chart.

Conclude by reminding participants that circumstances change. It is important to re-evaluate from time to time. Show them the newspaper Classified Ad section again and remind them that they can evaluate any job on the page using the resources of the library or Career Center and the evaluation process. Evaluation is a good way to make sure your hunches are right and you make the best decision that you can.

Thank them for their good work. Evaluating jobs or anything else is important but it's not an easy process.

# Job Information Sheet



After gathering information, identify an occupation / job that is in demand that is interesting to you, and write the name of the occupation in the space provided. Use the available resources to determine the additional information needed and write your answers in the spaces provided.

---

**Name of job / occupation that is in demand:**

---

**Education requirements:**

*(such as GED or high school diploma)*

---

**Work experience requirements:**

---

**Other requirements:**

*(Must have a car or special certification, for example)*

---

**Range of compensation/pay:**

---

**Usual benefits:**

*(such as health insurance)*

---

**Other information:**

*(shift work, day care on-site, flexible hours, etc.)*

---

**Comments:**

# Job Evaluation Worksheet



Your Name: \_\_\_\_\_

Name of Job: \_\_\_\_\_

*Circle the number that represents your answer for each box.*

## 1. Name of job that is in demand.

How much is the job in demand in this community?

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 2. Education requirements.

Rate the degree to which you meet the educational requirements of the job.

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 3. Work experience requirements.

Rate the degree to which you meet the work experience requirements of the job.

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 4. Other requirements.

Rate the degree to which you meet the other requirements for the job.

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 5. Range of compensation/pay.

Rate the level of compensation for this job compared to your needs, skills and experience.

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 6. Usual benefits.

Rate the level of benefits available for this job.

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 7. Other information.

Rate the degree to which the other factors involved in the job are positive for your situation.

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

## 8. Interest in the job.

Rate your interest in doing this job.

None                      Some                      A lot  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

*Add the numbers that you have circled above. For example, if you circle a "1" for question 1 and a "2" for question 2, you would add them together giving a total of "3." Add the number for all 8 questions and write the total below. This is your overall score for the job. It is a rough indicator of how you believe you would "fit" the job. Note that jobs that are a "better" fit for you would have higher scores. The highest score you could rate a job would be 40, and the lowest score, 8.*

**Overall job score:** \_\_\_\_\_



# Job List Worksheet



Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the information for each job, or circle the number that represents your answer for each box

Name of Job	Job Evaluation Worksheet Score	Rate the "Fit" of the Job With your Families First Assessment Information	Outside Factors that Affect the Fit of This Job (Family, transportation, etc.) These factors can either make the job a better fit for you, or less of a fit.	Circle Your Overall Job Rating: A Pretty Good Fit=1 Maybe=2 Probably Not=3 Not Sure=0 (0 means you need more information)
		None      Some      A lot 1__ 2__ 3__ 4__ 5 Why? _____ _____		1    2    3    0
		None      Some      A lot 1__ 2__ 3__ 4__ 5 Why? _____ _____		1    2    3    0
		None      Some      A lot 1__ 2__ 3__ 4__ 5 Why? _____ _____		1    2    3    0



# Contacting Employers

## Key Points

Effective communication is at the heart of a successful job search. Every contact that a job seeker has with a potential employer will either strengthen or weaken their chances of getting the job. Learning how to contact employers effectively will lead to better results. There are three key methods of contact: business letters, telephone calls, and face-to-face conversations. Learning how to communicate effectively with employers helps a person find a job, get the job, work more effectively, and advance to a more responsible position. This module is designed to highlight key practices used in successfully contacting employers.

## Goal

The goal of this module is to strengthen participant skills in communicating with employers in three areas: 1) business letters, 2) telephone calls, and 3) face to face conversations.

## Materials & Preparation

- Paper and pencil for each participant
- Short example of a business letter

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*5-10 minutes*

Say something like this to the participants:

“Communication is the heart of good family relationships. Take a minute and think of your own family, other families you know, and even families you see on TV, and see how many different ways a family communicates that you can identify. I will write them on the board (or flip chart).”

Examples might include: telephone, cell phone, answering machine, beeper, email and notes of the refrigerator. Some families use cards and letters. Other forms of communication might include talking, crying, pouting and silence.

Point out to participants that communication is difficult, even in a family where people generally know each other better than they do at work. Point out that communication is challenging at some point for almost every person and family. Contacting employers is a form of communication. This session focuses on ways to contact and strengthen communication with employers.

Contacting Employers, continued

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**■ ACTIVITY***35-40 minutes***Introduction** (2 min)

Ask the group to identify some of the common ways that a person might contact an employer. Examples might include: letter, telephone, fax, email and a face-to-face meeting. Tell the group that this session focuses on three important forms of employer contact: written letters, telephone calls, and face-to-face meetings.

**Task 1** (15-20 min)**Business Letter**

This task will focus on the business letter. The goal is not to complete a polished example of a business letter, but rather to help participants learn the key parts of a business letter and practice hand-writing an example of a business letter.

Write on the board or flip chart:

Parts of a business letter:

- Your name and address
- The employer's name and address
- Salutation: Dear [NAME OF PERSON:]
- **First paragraph:** introduction, who you are, and why you are writing
- **Second paragraph:** explanation of your purpose including facts, details, and reasons for your request
- **Third paragraph:** suggested next steps or specific action requested
- Sincerely,
- Your signature

Explain that business letters should be short, to the point, and focus on the facts. Show the group an example of a business letter (write a short one yourself or use another example).

Explain that their task is to write a sample business letter to Alice Jones, Manager of Jones Hardware (232 Main Street, Anytown, TN) requesting information concerning a job opening for a cashier.

Ask participants to read their letters. When everyone is finished, suggest several ways that the letters could be strengthened. Also point out the

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Contacting Employers, continued

importance of formatting, typing and carefully checking the letters for mistakes. The purpose of this task is not to complete the final draft of the letter but to understand the basic structure of written business correspondence.

Point out that business letters can be very useful in getting a job, requesting information about the company or an application, or as a cover letter for the resume. In each case, the information in the letter would change, but the form of the letter would be similar.

**Task 2** (10-15 min)**Telephone Call**

Tell participants that the next example of an employer contact will focus on the business telephone call.

Review the elements of a good business telephone call. Write the following list on the board or flip chart, and discuss the importance of each.

- State your name and ask to speak to the person by name
- Briefly introduce yourself and your purpose for the call
- Provide enough detail for the employer to understand your request
- Make your request
- Wait for their response
- Complete your conversation and thank them for their time

Remind participants that it is important for a business telephone call, like a business letter, to be brief and to the point.

Ask participants to choose a partner. One person will play the role of the employer and the other the role of the Families First participant calling to request a job application. The call is directed to Ms. Jones in the Human Resource Department. Ask each pair to practice making a telephone call to Ms. Jones requesting a job application.

Share a few of your observations about their telephone calls after they finish the task. You may also want to give each person some feedback as you observe the pairs in the process of conducting the phone calls.

## Contacting Employers, continued

**Task 3** (5-10 min)**Face to Face Conversation**

Say something like this to participants:

“Face to face conversations are important ways to contact and communicate with employers. Face to face meetings happen in different ways. Examples include: informal conversations with the employer perhaps in a class visit, or when a participant stops by to complete an application, and more formal face to face contacts such as a job interview.

Continue with the following:

“Today we are going to practice the greeting that you would use in a face to face contact with an employer. There are three important steps:

- Make eye contact
- Shake hands
- Introduce yourself: “Hello my name is [your name].”

Ask participants to practice this introduction with different people in the room for a few minutes.

---

**■ REFLECTION**

5-10 minutes

Write the three forms of employer contact identified in this session on the board or flip chart:

- Business Letter
- Telephone Call
- Face-to-Face Meeting

Ask participants to identify common characteristics of the three forms of communication. Examples could include: each is brief and to the point, focused on the reason for the contact, and clearly identifies you by name and purpose.

Ask participants to identify:

- Which of the three methods of communication is most comfortable for them.
- A time when they might use each of the forms of communication addressed in this session in contacting an employer. (For example, they might use a business letter when they live some distance away and they do not know the employer or company.)

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Contacting Employers, continued

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**■ CONNECTION***5-10 minutes*

Point out to participants that one form of a business letter is a cover letter for a resume. A cover letter for a resume introduces the person and briefly states why they would be a good candidate for the job opening. Refer back to the parts of a business letter in Task 1, especially the three paragraphs of the business letter (you may need to write these on the board or flip chart again, as a reminder of the format):

- First paragraph: introduction, who you are and why you are writing
- Second paragraph: explanation of your purpose including facts, details, and reasons for your request
- Third paragraph: suggested next steps or specific action requested

Ask participants to provide examples of the kinds of information they would include in each of the three paragraphs of a cover letter they might send to an employer as a part of the job application process.

Conclude by emphasizing the importance of making good contacts with an employer, as well as how the skills learned in communicating with an employer will be useful in communicating with family, friends, and other people.

# Job Applications and *Work Know How*

## A Note to Facilitators:



In *Work Know How*, the process of practicing the completion of a job application is divided into three modules. The three modules are designed to be completed on three consecutive days. The tasks in each module build on the previous job application modules.

The following outline summarizes the preparation required and the highlights of each module.

### **Job Applications I**

#### **In preparation for this session you will need:**

- Sample application forms from several local companies
- A copy of the Master Job Application Form (page 6.29) for each participant
- Copies of the form “Ms. Jones’ Application” for each participant and an overhead transparency of “Ms. Jones Application,” an overhead projector and screen, should you decide to use them.
- Copies of the form “Tips for a Good Application” and “Visiting an Employer to Pick Up a Job Application” for each participant (each form is found later in this chapter).

#### **Highlights of this module include:**

- Ms. Jones’ Application (highlighting some of the wrong things to do in completing a job application).
- Participants will partially complete the Master Job Application Form. As facilitator, you will need to decide how much of this form you want participants to complete in the first Job Application module. The second module provides an opportunity for them to finish the form.
- Participants should leave their partially completed Master Job Application Form in their portfolio / folder so they will have it for the second job application module.
- After the first Job Application module and before the Job Applications III module, participants are asked to visit two employers and pick up job application forms. The use of a “buddy system” and some form of incentive is suggested to make sure participants complete this task. The two job applications that they pick up from employers will be used in the Job Applications III module.

### **Job Applications II**

#### **In preparation for this module you will need:**

- Each participant’s partially completed Master Job Application Module
- Copies of the handout “How to Find Past Information for Applications and Resumes” for each participant

**Highlights of this module include:**

- During this module, participants will complete their Master Job Application Form and receive feedback on their form from another Families First participant.
- They will also learn how to find missing information that needs to be included in their Master Job Application Form.

**Job Applications III****In preparation for this module you will need:**

- A completed Master Job Application Form for each participant
- The two specific job application forms that each participant picked up from employers after the first Job Application module
- A pencil or pen for each participant

**Highlights of this module include:**

- During the third module focused on Job Applications, participants will use the information on their Master Job Application Form to complete the two actual job applications that they picked up from employers after the first Job Application module.
- They will also give and receive feedback from one other participant.





# Job Applications I

## Key Points

Employers state that a good job application is one of the most important parts of a successful job search. Although most applications ask some of the same questions, each application is different. Filling out a job application accurately and completely is a key to being considered for a job or even a job interview.

## Goal

The goal of this module is to prepare participants to be able to fill out job applications completely and accurately, by:

- Beginning to complete their Master Job Application Form
- Identifying important job application requirements
- Identifying common mistakes in completing a job application

## Materials & Preparation

- Sample application forms from several companies in your community
- **Master Job Application Form** for each participant
- Copy of the form “**Ms. Jones’ Application**” for each participant and/or overhead transparency, projector, and screen

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*5 minutes*

Begin by telling participants:

“For most jobs you will be asked to fill out a job application. A completed application form is like a sign that tells who you are. What you say and how you fill out the application makes a big difference in your success.”

- Show the group several examples of blank applications and let them pass them around.
- Ask, “Have any of you ever filled out a job application? What questions might you find on the form?”

Explain that today they are going to practice filling out an application form so they will be prepared when an employer asks them to complete an application for a job.

Job Applications I, continued

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**■ ACTIVITY**

35 minutes

**Introduction** (2 min)

You may want to use the following “script” to introduce this exercise:

*Job applications are very important. Employers use them to “screen” people who are looking for a job. By looking at a completed application, an employer can quickly see if the person is right for the job. When the information on your application is complete and looks neat, it will make a positive impression on a potential employer. Today we are going to practice filling out applications.*

**Task 1** (5-10 min)

Give each participant a copy of the handout: “Ms. Jones’ Application.” Ask them to look at the sample application from Ms. Jones. Tell them to imagine that they are an employer who is looking at Ms. Jones’ Application and trying to decide whether or not to ask her to come in for an interview. Ask them to circle some of the things that could hurt her chances of success in getting the job.

**Task 2** (10-15 min)

Use an overhead transparency of Ms. Jones’ application and project it on the wall or screen. If you do not have an overhead, use a flip chart to outline the points.

Ask the participants to share the items that they circled and tell why they think that those things would hurt Ms. Jones’ chance of getting the job.

As participants share their examples, use a colored overhead pen to circle them on your transparency, or if you are not using the transparency and projector, list them on the board or flip chart.

**Task 3** (20-30 min)

Hand out form: **Tips for a Good Application**. Briefly summarize the information.

Hand out **Master Job Application Form**.

[NOTE TO FACILITATOR: Depending on the time available and experience of participants, you may not be able to complete the Master Job Application Form. You may want to tell the participants to complete only the first two or three sections during this session.]

## Job Applications I, continued

Ask each participant to take a few minutes and work on completing the Master Application Form. Most will probably not complete the form in the time available, but they should do as much as they can. They should leave their partially completed Master Job Application Form in their portfolio folder so it will be available for the next module on job applications. Explain that a good Master Job Application Form can be a big help in completing an application form for a specific job. You may need to help those who do not write well. If there is a question that they do not know the answer to, and depending on how the question is worded, they should write either:

- N/A or Not Applicable
- Unknown
- None

---

**■ REFLECTION**
*10 minutes*

Ask each participant to think for a minute about filling out the Master Job Application and answer this question:

How hard do you think it will be to complete the Master Job Application Form?

1	2	3	4	5	6	7
Easy			Very difficult			

Ask participants to explain why they answered the way they did.

---

**■ REFLECTION**
*10 minutes*

Introduce the homework. Pass out copies of the handout: **Visiting an Employer to Pick Up a Job Applications**. Instruct them to:

- Read the handout
- Identify any two employers they choose
- Go to the two workplaces and pick up a job application
- Pick up the applications by \_\_\_\_\_  
(date and time of class meeting)
- Bring the two blank applications to class on \_\_\_\_\_  
(date and time)

## Job Applications I, continued

## NOTE TO FACILITATOR:

It is important for each participant to complete this assignment. Picking up the applications provides a low-threat way to contact employers, learn some things about workplaces, and experience some of what it is like to ask for an application at a workplace. In order to help ensure that they do complete this part of the exercise, it may be useful to pair them up with a buddy and let each pair know that there will be an incentive for completing the task. The pair of participants will function as a team, providing support and reminders for each other. On the day the forms are due, reward the teams who complete the task with an incentive of some kind. (Some incentives that have been used in the past have include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.)

The Secretary of Health and Human Services has determined that certain diseases, including hepatitis A, salmonella, shigella, diphtheria, tetanus, pertussis, measles, mumps, rubella, polio, and varicella may present a risk.

serving or in handling food equipment is a sanitary or health hazard. Any person found at this job must be wearing gloves and wearing head, head service equipment and aprons in a sanitary and healthy fashion. It shall  
any reason why you cannot provide the essential functions of this job? ☐ YES ☒ NO If yes, explain \_\_\_\_\_

---

☐ DURING THE PAST 7 YEARS, HAVE YOU EVER BEEN CONNECTED-OR PLACED-GUILTY TO A CRIME EXCLUDING MARIJUANA AND TRAFFIC VIOLATIONS?  
☐ YES ☒ NO IF YES, DESCRIBE IN FULL: \_\_\_\_\_ \*A conviction will not necessarily bar you from employment.

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**U.S. MILITARY**  
Branch of Service \_\_\_\_\_ Date Entered \_\_\_\_\_ Date of Discharge \_\_\_\_\_ Highest Rank \_\_\_\_\_

Do you have service-related skills and experience applicable to civilian employment? ☐ YES ☒ NO If yes, describe \_\_\_\_\_

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**GENERAL**  
What additional relevant experiences or training have you had other than your work experiences, military service and education?

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**Activities - civic, athletic, informal, etc.** (Exclude organizations which indicate race, religion, color, or national origin of members.)

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**MASSACHUSETTS EMPLOYMENT ONLY:**  
AN APPLICATION FOR EMPLOYMENT WITH A SCHOOL RECORDED ON FILE WITH THE COMMISSIONER OF PREPARATION MAY ADVERTISE THE RECORD WITH RESPECT TO ANY INQUIRY HEREIN RELATIVE TO PRIOR ARRESTS, CRIMINAL COURT APPEARANCES OR CONVICTIONS. IN ADDITION, ANY APPLICANT FOR EMPLOYMENT MUST ANSWER NO RECORD WITH RESPECT TO ANY INQUIRY RELATIVE TO PRIOR ARRESTS, COURT APPEARANCES AND CONVICTIONS IN ALL CASES OF DELINQUENCY OR AS A CHILD IN CARE OF SERVICES WHICH DID NOT RESULT IN A COMPLAINT TRANSMITTED TO THE SUPERIOR COURT FOR CRIMINAL PROSECUTION.  
IT IS UNLAWFUL IN MASSACHUSETTS TO REFUSE OR ADMINISTER A LIE DETECTOR TEST AS A CONDITION OF EMPLOYMENT OR CONTINGENT EMPLOYMENT. AN EMPLOYEE WHO VIOLATES THIS LAW SHALL BE SUBJECT TO CRIMINAL PENALTIES AND CIVIL LIABILITIES.

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**MARYLAND EMPLOYMENT ONLY:**  
UNDER MARYLAND LAW AN EMPLOYER MAY NOT REQUIRE OR DEMAND, AS A CONDITION OF EMPLOYMENT, PRESUMPTIVE EMPLOYMENT, OR CONTINGENT EMPLOYMENT, THAT AN INDIVIDUAL SUBMIT TO OR TAKE A LIE DETECTOR OR SIMILAR TEST. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR.

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I, I certify that I have read and fully completed both sides of this application and that the information contained on this application is correct to the best of my knowledge and understanding that any omission or erroneous information is grounds for dismissal in accordance with the policy of this independent franchisee. I authorize the references listed on this application to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. I acknowledge that this independently owned and operated franchise reserves the right to amend or modify the policies in its Handbook and other policies of this franchise at any time, without prior notice. These policies do not create any promises or contractual obligations between this independent franchise and its employees. At this franchise, my employment is at will. This means I am free to terminate my employment at any time, for any reason, with or without cause, and this franchise retains the same rights. The independent Owner/Operator of this franchise is the only person who may make an exception to this, and it must be in writing and signed by the Owner/Operator. I understand that my employer is an independent Owner/Operator of a franchise and that I am not employed by Corporation or any of its subsidiaries. The independent Owner/Operator of this restaurant is solely responsible for all terms, conditions and any other issues concerning my employment. If applicable to my employment, I have read and understood the notice regarding noncompete clause and my rights under Maryland law.

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This Independent franchise is an Affirmative Action and Equal Opportunity Employer. Various Federal, State, and Local laws prohibit discrimination on account of race, sex, religion, age, marital status, disability or veterans' status. It is the franchise policy to comply fully with these laws, as applicable, and information requested on this application will not be used for any purpose prohibited by law.

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I understand that as a part of the procedure for my employment application an investigative consumer report may be made concerning my character, general reputation, personal characteristics and mode of living. Upon written request, additional disclosure concerning the complete nature and scope of the investigation will be provided. If I am denied a job based either wholly or in part because of information contained in an investigative consumer report, I will be provided the name and address of the reporting agency that supplies the information.

Signature \_\_\_\_\_ Date \_\_\_\_\_



# Visiting an Employer to Pick Up a Job Application

1. Identify two different employers. They could be employers that you might like to work for someday. They could be close to where you live. You choose the employer.
2. Visit each employer and pick up a job application.
3. Go to the main office or the personnel office. You can usually find the right place by asking, "Where can I pick up a job application?"
4. When you get to that office, politely request a job application.
5. If the employee tells you that you have to fill it out there, you can explain that you want to use the application as a part of a class you are taking on how to look for a job. You want to look at the application in order to make sure that you get all the right information before you actually apply for the job.
6. Thank the employee who gives the application to you and leave.

Think about your experience visiting the company to get a job application:  
How did you feel? Check (✓) those that apply:

\_\_\_\_ Anxious

\_\_\_\_ Confident

\_\_\_\_ A little nervous

\_\_\_\_ Unsure of what to do or where to go

At each company, what employee helped you with good information?

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What kinds of questions did you have after visiting the company?

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# Tips for a Good Application

1. Read the instructions below carefully and follow these instructions completely.
2. Be sure that you understand the questions. Read through all the questions before you start to write your answers. If you do not understand a word or a question, ask the person who gave you the form to explain it.
3. Print, type, or write clearly so your completed application can be read easily.
4. Be complete. Don't leave out information or skip questions. If the question does not apply to you, write "not applicable" or draw a line in the blank to show that you did not overlook the question.
5. Be accurate. Tell the truth. Be sure your spelling is correct.
6. If the item does not apply to you, fill in N/A for "not applicable" or "None," or "Unknown."
7. Know your Social Security number.
8. Have accurate information (names and addresses) of former employers or personal references.
9. Remember: personal references are not former employers or relatives. They are people who know you, like a pastor or neighbor.
10. You need to ask permission of individuals you want to use as personal reference.
11. An arrest is not a conviction. You do not need to mention an arrest.
12. Check the form when you finish to make sure it is both complete and accurate.

## Following instructions is very important:

Check one: ☐ yes ☐ no

Note if the blank is before ( ☐ yes), or after (yes ☐ ) the word.

Circle your answer: 1 2 **③** 4 5

Underline your response: temporary or permanent

Place an X in the blank: 4\_\_\_\_ 5 **X** 6\_\_\_\_

Write, do not print: *write*

Please print: **Print**

Do not write in this space: \_\_\_\_\_

If the form does not tell you whether to circle, check, underline, or place an X, if there is a small line then use a check (✓) or an X (X). If there is no line, then either circle or underline.

## Ms Jones' Application – (Example Job Application)

EMPLOYMENT APPLICATION FORM

Any Company, USA

*Please complete the following application for employment.***Personal Data**

LAST NAME: Jones FIRST: Sally MIDDLE: Mae  
MAILING ADDRESS: 216 Crocus Avenue  
CITY: Big City STATE: TN ZIP: 34503

PHONE NUMBERS (include area code)

DAYTIME: 251-0023 EVENING: \_\_\_\_\_SOCIAL SECURITY NUMBER: 671 - 05 2071DRIVERS LICENSE NUMBER: Can't Remember**Work Experience**

Describe your paid and non-paid work experience related to the job for which you are applying.  
(Most recent job or work experience first)

1. NAME OF COMPANY: ?JOB TITLE: CookerFROM (MM/YY): 1999 TO (MM/YY): March, 1999SALARY: \$ 5.75 per hour. HOURS PER WEEK: \_\_\_\_\_ADDRESS: Bluff stSUPERVISOR'S NAME: Ms. WilliamsSUPERVISOR'S PHONE: ?DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: worked,  
didn't get firedMAY WE CONTACT YOUR CURRENT SUPERVISOR? ☐ YES ☐ NO



2. NAME OF COMPANY: ?  
JOB TITLE: Reception  
FROM (MM/YY): 3/2000 TO (MM/YY): 04/2001  
SALARY: \$ 6.00 per hour. HOURS PER WEEK: 37  
ADDRESS: 20 Main Street  
SUPERVISOR'S NAME: CRAWFord  
SUPERVISOR'S PHONE: 285-0001  
DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: Talked on  
Phone, smiled

3. NAME OF COMPANY: \_\_\_\_\_  
JOB TITLE: \_\_\_\_\_  
FROM (MM/YY): \_\_\_\_\_ TO (MM/YY): \_\_\_\_\_  
SALARY: \$ \_\_\_\_\_ per hour. HOURS PER WEEK: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
SUPERVISOR'S NAME: \_\_\_\_\_  
SUPERVISOR'S PHONE: \_\_\_\_\_  
DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. NAME OF COMPANY: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

FROM (MM/YY): \_\_\_\_\_ TO (MM/YY): \_\_\_\_\_

SALARY: \$ \_\_\_\_\_ per hour. HOURS PER WEEK: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SUPERVISOR'S NAME: \_\_\_\_\_

SUPERVISOR'S PHONE: \_\_\_\_\_

DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Education

*Mark highest level completed:*

☒ Some High School

☒ High School Diploma or GED completed

☐ Some college courses completed

☐ Bachelor's Degree completed

HIGH SCHOOL or GED SCHOOL: **Central**

CITY / STATE / ZIP (if ZIP known): **7th and 3rd Ave.**

YEAR DIPLOMA or GED RECEIVED: **1998**

### COLLEGES or UNIVERSITIES ATTENDED

NAME: **NONE**

CITY/STATE/ZIP: \_\_\_\_\_

SEMESTER CREDITS EARNED: \_\_\_\_\_

DEGREE (If any): \_\_\_\_\_ YEAR RECEIVED: \_\_\_\_\_

### Other Formal Education

(Technology Center, Job Training Course)

SCHOOL OR EDUCATIONAL TRAINING CENTER: \_\_\_\_\_

CITY / STATE / ZIP (if ZIP known): \_\_\_\_\_

CERTIFICATE OR CREDIT RECEIVED: \_\_\_\_\_

SCHOOL OR EDUCATIONAL TRAINING CENTER: Tech ~~Center~~ Center

CITY / STATE / ZIP (if ZIP known): not sure

CERTIFICATE OR CREDIT RECEIVED: Course on typing

### Other Qualifications

JOB-RELATED SKILLS (other languages, computer software/hardware, tools, machinery, typing speed, etc.).

Can type good

JOB-RELATED CERTIFICATES AND LICENSES (current only).

Debate Club

JOB-RELATED HONORS, AWARDS, AND SPECIAL ACCOMPLISHMENTS (publications, memberships in professional/honor societies, leadership activities, public speaking, and performance awards).  
Give name and date.

**General**

During the past seven years have you ever been convicted or pled guilty to a crime, excluding misdemeanors or traffic violations? YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, describe in full: **not sure**

\_\_\_\_\_  
Have you served in the U. S. Military? YES \_\_\_\_\_ NO **✓**

If yes, please answer the following: Branch of service: \_\_\_\_\_

Dates of service: Date of entry: \_\_\_\_\_ Date of discharge: \_\_\_\_\_

Highest rank \_\_\_\_\_

**REFERENCES:**

1.  
NAME: **pastor Wright** TELEPHONE: **291-0065**  
ADDRESS: **Good Church** OCCUPATION: **Preacher**
2.  
NAME: **Amy Jones** TELEPHONE: **275-0001**  
ADDRESS: **606 6th st** OCCUPATION: **My mother**
3.  
NAME: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ OCCUPATION: \_\_\_\_\_

**APPLICANT CERTIFICATION**

I certify that, to the best of my knowledge and belief, all of the information on and attached to this application is true, correct, complete and made in good faith. I understand that false or fraudulent information on or attached to this application may be grounds for not hiring me or for firing me after I begin work, and may be punishable by fine or imprisonment. I understand that any information I give may be investigated.

SIGNATURE: **Sally Jones** DATE SIGNED: **Jun 10, 2001**

# Master Job Application Form



The Master Job Application Form is designed to contain most of the information that you might be asked when you fill out an application for a particular job. This information will help complete other application forms accurately. You should keep a copy of your completed Master Job Application for use when you make application for a job. Remember, when completing job applications:

- Fill out the application completely
- Print clearly
- Be accurate
- Read the whole application before you begin writing

## Personal Data

LAST NAME: \_\_\_\_\_ FIRST: \_\_\_\_\_ MIDDLE: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

PHONE NUMBERS (include area code)

DAYTIME: \_\_\_\_\_ EVENING: \_\_\_\_\_

SOCIAL SECURITY NUMBER: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

DRIVERS LICENSE NUMBER: \_\_\_\_\_

## Work Experience

*Describe your paid and non-paid work experience related to the job for which you are applying.  
(Most recent job or work experience first)*

1. NAME OF COMPANY: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

FROM (MM/YY): \_\_\_\_\_ TO (MM/YY): \_\_\_\_\_

SALARY: \$ \_\_\_\_\_ per hour. HOURS PER WEEK: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SUPERVISOR'S NAME: \_\_\_\_\_

SUPERVISOR'S PHONE: \_\_\_\_\_

DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MAY WE CONTACT YOUR CURRENT SUPERVISOR? ☐ YES ☐ NO

2. NAME OF COMPANY: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

FROM (MM/YY): \_\_\_\_\_ TO (MM/YY): \_\_\_\_\_

SALARY: \$ \_\_\_\_\_ per hour. HOURS PER WEEK: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SUPERVISOR'S NAME: \_\_\_\_\_

SUPERVISOR'S PHONE: \_\_\_\_\_

DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. NAME OF COMPANY: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

FROM (MM/YY): \_\_\_\_\_ TO (MM/YY): \_\_\_\_\_

SALARY: \$ \_\_\_\_\_ per hour. HOURS PER WEEK: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SUPERVISOR'S NAME: \_\_\_\_\_

SUPERVISOR'S PHONE: \_\_\_\_\_

DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. NAME OF COMPANY: \_\_\_\_\_

JOB TITLE: \_\_\_\_\_

FROM (MM/YY): \_\_\_\_\_ TO (MM/YY): \_\_\_\_\_

SALARY: \$ \_\_\_\_\_ per hour. HOURS PER WEEK: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

SUPERVISOR'S NAME: \_\_\_\_\_

SUPERVISOR'S PHONE: \_\_\_\_\_

DESCRIBE YOUR DUTIES AND ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Education

*Mark highest level completed:*

- ☐ Some High School
- ☐ High School Diploma or GED completed
- ☐ Some college courses completed
- ☐ Bachelor's Degree completed

HIGH SCHOOL or GED SCHOOL: \_\_\_\_\_

CITY / STATE / ZIP (if ZIP known): \_\_\_\_\_

YEAR DIPLOMA or GED RECEIVED: \_\_\_\_\_

### COLLEGES or UNIVERSITIES ATTENDED

NAME OF SCHOOL: \_\_\_\_\_

CITY/STATE/ZIP: \_\_\_\_\_

SEMESTER CREDITS EARNED: \_\_\_\_\_

DEGREE (If any): \_\_\_\_\_ YEAR RECEIVED: \_\_\_\_\_

**Other Formal Education**

*(Technology Center, Job Training Course)*

SCHOOL OR EDUCATIONAL TRAINING CENTER: \_\_\_\_\_

CITY / STATE / ZIP (if ZIP known): \_\_\_\_\_

CERTIFICATE OR CREDIT RECEIVED: \_\_\_\_\_

SCHOOL OR EDUCATIONAL TRAINING CENTER: \_\_\_\_\_

CITY / STATE / ZIP (if ZIP known): \_\_\_\_\_

CERTIFICATE OR CREDIT RECEIVED: \_\_\_\_\_

**Other Qualifications**

JOB-RELATED SKILLS *(other languages, computer software/hardware, tools, machinery, typing speed, etc.)*.

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JOB-RELATED CERTIFICATES AND LICENSES *(current only)*.

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JOB-RELATED HONORS, AWARDS, AND SPECIAL ACCOMPLISHMENTS *(publications, memberships in professional/honor societies, leadership activities, public speaking, and performance awards)*.  
*Give name and date.*

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### General

During the past seven years have you ever been convicted or pled guilty to a crime, excluding misdemeanors or traffic violations? YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, describe in full:

\_\_\_\_\_

Have you served in the U. S. Military? YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, please answer the following: Branch of service: \_\_\_\_\_

Dates of service: Date of entry: \_\_\_\_\_ Date of discharge: \_\_\_\_\_

Highest rank \_\_\_\_\_

### REFERENCES:

1.  
NAME: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ OCCUPATION: \_\_\_\_\_

2.  
NAME: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ OCCUPATION: \_\_\_\_\_

3.  
NAME: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ OCCUPATION: \_\_\_\_\_

### APPLICANT CERTIFICATION

I certify that, to the best of my knowledge and belief, all of the information on and attached to this application is true, correct, complete, and made in good faith. I understand that false or fraudulent information on or attached to this application may be grounds for not hiring me or for firing me after I begin work, and may be punishable by fine or imprisonment. I understand that any information I give may be investigated.

SIGNATURE: \_\_\_\_\_ DATE SIGNED: \_\_\_\_\_



# Job Applications II

## Key Points

A good job application is one of the most important parts of a successful job search. A complete Master Job Application Form can help participants in filling out specific job applications later in their job search process.

## Goal

The goal of this module is to help participants complete their Master Job Application Form completely and correctly.

## Materials & Preparation

- A **Master Job Application Form** and a pencil for each participant.
- Handout: “**How to Find Past Information for Applications and Resumes**”

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*5 minutes*

Tell participants that job applications are very important. When the information on the application is complete and looks neat, the applicant has a much better chance of getting the job. They should remember to carefully complete the application. Explain that a good Master Job Application Form can be a big help in completing an application form for a specific job. Tell participants that they can take a copy of the Master Job Application Form with them in their pocket or purse. It will be very helpful when completing job application forms for specific employers.

## ■ ACTIVITY

*40 minutes*

### Introduction (2 min)

Ask each participant to read their Master Job Application Form, noting the areas that they marked as “N/A, not applicable,” or “unknown.” List them on the board, noting similarities. Remind participants that the goal is to complete the Master Job Application Form completely and accurately. Encourage them by letting them know that sometimes it is hard to get information. Today they are going to complete their Master Job Application Form.

### Task 1 (20 min)

Ask participants to complete their Master Job Application Forms. Tell participants to take their time and write as carefully as they can.

## Job Applications II, continued

**Task 2** (10 min)

Handout the form: “How to Find Past Information for Applications and Resumes.” Discuss ways that each participant can get the information needed to complete their Master Job Application Form. Explain that they can either find this information or learn where they can find it at the Public Library.

**Task 3** (10-20 min)

Ask participants to work in pairs, looking at each completed Master Job Application Form in turn. They should identify several things that were done well and several things that could be improved for each job application form.

---

**■ REFLECTION***10 minutes*

Ask the group what it was like to fill out a form like this.

Ask each person to share the items that they identified on their application that were completed accurately and the areas that need more information or improvement. Note the common elements and summarize for the group after everyone has had the chance to speak.

---

**■ CONNECTION***5 minutes*

Explain the following to the group:

“Every company uses a different application form. Next session we will use the Master Job Application Form to help fill out the two specific company job applications that you picked up after the first Application module.” (If they have not visited two companies to get blank job application forms, they should do so before the next session).



# How to Find Past Information for Applications and Resumes

Sometimes it is hard to remember information about past jobs. It is very important that the information you write down is correct, because employers will often check this information by calling or contacting your former employers.

- Use the Yellow Pages to identify the exact name of the company, where you work or worked, and the right spelling.
- Sometimes you can use the Public Library to find the exact address and telephone number of a past employer. Libraries also have Zip Code directories.
- Ask the librarian for help if you can't find what you are looking for.
- Once you identify the name and telephone number, you may want to call the employer to be sure of:
  - The exact title of your job
  - Your wages, and
  - The exact dates that you were employed
- The important thing is that the information you provide on the job application is the same information that your former employer provides.
- Be prepared to provide them with your social security number. You will almost always need to give your former employer your social security number in order to get the work history information you want.



# Job Applications III

## Key Points

The job application is one of the most important parts of a successful job search. Learning how to complete a job application is a process. Although most applications ask some of the same questions, each application is different. The focus of this session is on using the Master Job Application to complete two specific job applications that participants have obtained from employers.

## Goal

The goal of this module is to assist participants in using their Master Job Application Form to complete two specific employment applications.

## Materials & Preparation

- A completed **Master Job Application Form** for each participant
- Two specific job application forms to be filled out by each participant
- Pencils or pens
- Other examples of applications from companies in your local community

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*5 minutes*

Explain to the group:

“Job applications for different companies ask for similar information but sometimes the forms and questions look very different from each other.” Show some examples to help participants become more aware of some of the differences.

## ■ ACTIVITY

*35 minutes*

### Introduction (2 min)

Learning how to use the information on the Master Job Application Form to complete job applications for specific companies is important. Today each person is going to complete [one or two] job application forms.

### Task 1 (15-25 min)

Each individual should select one application form. You may want to review the “Tips for a Good Application” with them. Participants should use their Master Job Application Form to complete the forms they obtained from specific workplaces in the community.

## Job Applications III, continued

Select one of the participants' application forms. Ask them to look at it and explain how it is similar or different from their Master Job Application Form. Are there any questions on one of the applications from a local workplace that are not on their Master Job Application Form? Have other group members identify questions that are not in the Master Job Application Form. Discuss how to answer these with the group. Ask each participant to complete one of their applications forms using the Master Job Application Form. They should complete two if there is enough time.

**Task 2** (10-15 min)

When they have completed their application forms, ask the participants to work in pairs, looking at each completed job application in turn. They should identify several things that were done well, and several things that could be improved for each job application form.

**Task 3** (10-15 min, if there is time)

If there is enough time to complete a second job application form, have the participants complete Task 1 and Task 2 for the second job application form.

---

**■ REFLECTION***10 minutes*

Ask participants what it was like to use the Master Job Application Form to complete the applications. Have each person share the items that they identified that were done well and those that could be improved. Note the common elements and summarize for the group after everyone has had the chance to share.

---

**■ CONNECTION***10 minutes*

Post the different applications around the room or pass them around the group so that each participant can see the differences and similarities. Ask them to look at them and make comments. Besides getting a job, ask participants on what other occasions they might have completed an application (examples: \_\_\_\_\_, \_\_\_\_\_, etc.).



# Interviewing

## Key Points

Interviews make most people anxious! Many people get nervous before an interview. Practice is a good way to learn how to do a successful interview and lower anxiety.

## Goal

The goal of this module is for every participant to practice the job interview by playing the role of the job applicant and the role of the employer.

## Materials & Preparation

- A completed **Master Job Application Form** for each participant
- Two completed job applications (see Applications III module)

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 minutes

Ask the participants:

“Has anyone here ever been on a job interview?” Depending on the participants, some may have experienced interviews before. If so, ask them what the experience felt like. Let them tell the group about it. If no one has experienced an interview then share your own experience of a job interview. The point is that interviews are anxious—for everyone! Explain to them that the job applicants are nervous and many times the person conducting the interview is nervous too.

You may want to use the following “script”:

*One thing that helps some people is to change the way they think about the interview. Most of the interview is the employer asking you questions, but one thing that you can always control is your thinking process. Look at the interview as a chance to communicate important things about yourself to the employer and to learn about the company. Whether you get the job or not, you will learn about the company and the job and get practice communicating with an employer. The important thing is to stay on top of your own thinking.*

## Interviewing, continued

**How to “stay on top of your thinking:”***PREPARE*

*Know yourself. Know what you want.*

*PRACTICE*

*Find someone to practice with - a friend, a relative, your Work Know How facilitator. Practicing helps. Practicing with someone who has had interview experience really helps. Like sports, the more you practice interviewing, the better you will do and the better you will feel about it.*

*LEARN*

*People learn how to do a good interview. Almost everyone gets anxious. Very few people are experts. Preparation and practice make a big difference in the result. In practicing, a person can learn how to improve their interviewing skills. Today we’re going to practice the job interview.*

---

**■ ACTIVITY**

*35 minutes*

**Introduction** (2 min)

In interviewing, “practice does make perfect,” or at least better. In this module, the participants will practice the interview process. They are going to do that first with several general questions, and then each will participate in a role-play of a job interview as a job applicant and as an employer.

**Task 1** (10-20 min)

First, do a couple of practice questions as a group. Ask for three volunteers. As facilitator you will narrate the process and play the role of the employer. Go through Questions 1, 2, and 3. If you have time at the end of the session, you could go back to questions 4, 5, and 6. Be sure to explain the question and provide the accompanying “hints” to the volunteers.

**Practice Questions****1. “Tell me about yourself and your background.”**

- a. **About the question:** This is the number one question asked by employers. It is deliberately “open ended.” The employer wants to learn about you and how your experience will fit with the job and the company.
- b. **Hint:** Don’t just tell about your life. Tell about the parts of your life that are related to the job you are applying for. What have you done in your life that can help this company if you get this job?



## Interviewing, continued

- c. **Hint:** Summarize your experience. Be specific but avoid too much detail. Focus on what you have done that would be valuable in this job and what you hope to do in the future.
- 2. **“You mentioned you work well with a team, can you describe a situation when you had to gain cooperation from a team?”**
  - a. **About the question:** Team work is really important in many jobs and employers want to know how you might work with other people.
  - b. **Hint:** A team involves a group of people working together. The best answer will be one where you can share a successful story of how you participated on a team. The story should have enough detail to make it real, but should not be too long.
  - c. **Hint:** Watch how you tell the story – too many “I” statements and you may sound “braggy,” too many “we” statements and your own role and contribution to the team might not be clear.
- 3. **“What are your strengths, for example, what do you do best?”**
  - a. **About the question:** The employer wants to know what you think your strengths are. This is another way that the employer tries to determine if your skills and the job are a match.
  - b. **Hint:** Don’t be shy about saying what you are good at doing. You don’t have to brag, just be honest. If you are good with people, say so. If you are dependable, say so. If you like to solve problems, say so. This is not bragging. You are letting the employer know more about you.
  - c. **Hint:** Keep your answers connected to the job you are applying for. You may be good at growing plants, but that skill may not fit with every job.
- 4. **“What has been the hardest technical skill (or work skill) for you to learn?”**
  - a. **About the question:** This is a question about your skills and how well you learn to improve them. Both are very important for employment success.
  - b. **Hint:** Be specific about the problem and how you dealt with it.
  - c. **Hint:** A “success story” is very effective. It is an example of how you work. Your story may also communicate other important things to the employer: your determination, persistence, and your willingness to get help and work with others. If your story has a good result that is even better.

## Interviewing, continued

**5. “Do you have any questions for me?”**

- a. **About the question:** This question is usually asked by the Interviewer at the end of the interview. It is an opportunity for you to get information to better understand the job and the company. It is also an opportunity for the employer to see what you know or have learned about the job and company by the questions you choose to ask.
- b. **Hint:** Be careful not to ask too many questions. Be sure to ask at least one question. A question that shows you care about the job or the company is a stronger question than a question that focuses on yourself. One strategy is to ask about the company or the job before you ask a question focused on yourself. For example: “What are some of the changes you see happening in this company in the future? What would my opportunities be for advancement in this company?”

**6. “Tell me about a time when you had to sacrifice quality in order to meet a deadline? How did that make you feel?”**

- a. **About the question:** This question focuses on a problem every employer and employee has. Your answer says some things about how you might handle work challenges and what is important to you.
- b. **Hint:** Whether you have worked in a job or not, you probably have experienced this challenge. A story of your experience will strengthen your answer.
- c. **Hint:** Employers want to know that you care about deadlines and that you are flexible. The work has to get done “no matter what it takes.” This is an attitude most employers look for in employees. It is also an attitude that is really important in raising children and other life experiences. Deadlines and quality are both important.

Thank the volunteers for their participation.

Summarize important lessons, such as these:

- Focus your answers on the specific job you are applying for
- Talk from your experience, tell stories
- Make your answer brief
- Be honest

## Interviewing, continued

**Task 2** (10-15 min)

Ask participants to select a partner. The goal of this task is for each participant to play the role of a job applicant. They will use one of the job applications they completed that is in their folder. One partner will play the role of the employer. Each person should take 3 minutes and prepare for their role. “Employers” should look at the **Questions Commonly Asked by Employers Form** and select five questions to ask the “applicant.” The “applicant” should review their completed application form or their completed Master Job Application Form.

Each pair should role-play an interview. The “employer” should note responses that were especially effective, and those that could be improved.

After the “interview” the employer should give the “applicant” feedback on their performance.

**Task 3** (10-15 min)

Each pair should change roles and repeat the interview process as they did in Task 2.

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**■ REFLECTION***10 minutes*

Ask the participants what they learned about doing a job interview. What is important for everyone to remember? What could they improve in order to have a better interview next time? Write their answers on the board. Even though interviewing is a process that will share many different characteristics no matter what the interview, it is also true that no two interviews, employers, applicants, or jobs are alike. You should use the variety of answers to reinforce that point.

Ask participants how they felt playing the role of a job applicant? And an employer? Point out that the more they practice an interview, the less anxious the experience will be.

Ask if they have any questions.

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**■ CONNECTION***10 minutes*

Review the different kinds of jobs represented in the completed applications. Write them on the board.

## Interviewing, continued

Ask participants to imagine that their good friend is going for an interview for a job she really wants. The friend asks for all the tips she can get. Ask what tips the participants would give their friend. Write the tips on the board. Hand out the “What Employers Look for in a Job Applicant” Form. Have the group check to see if this list has any additional tips that their friend could use.

Conclude by telling the participants that the job interview is the most important part of the hiring process. The application and the resume may get you an interview, but a successful interview is what gets them hired. It is not easy for anyone to do an interview. That is main reason that practice is so important.

# Questions Commonly Asked by Employers

- Tell me a little about yourself.
- Tell me about your work experience. What experience do you have that is related to this job?
- Why did you leave your last job? What have you been doing since? Do you have plans for returning to your last job? Why or why not?
- What kind of training and education have you had?
- Why do you want to work here?
- What makes you a good worker?
- What is the most interesting work you have ever done? What was the least interesting?
- How did you hear about this job?
- How well do you get along with people?
- What kind of person do you find it really hard to work with? How do you deal with that kind of person on the job?
- I noticed you left a blank space on your application. Would you explain this?
- Are you willing to work overtime? Nights? Weekends? Holidays?
- How often do you think a person be able to miss work during the year?
- What do you do when you have some spare time?
- How would your friends describe you?
- Describe one thing you liked about your favorite boss. And one thing you didn't like about your least favorite boss.
- Some of our staff is older (or younger) than you. How would you handle that?
- Why do you think you would like this particular job?
- What have you learned from the jobs you have held?
- Where do you plan to be five years from now?
- Can you give me an example of a time when you solved a difficult problem and how you did it?
- Have you ever been fired from a job? Why?
- In what kind of work environment do you prefer to work?
- What did you enjoy most and least about your previous job?
- Do you have any salary requirements?
- If selected, when will you be available to start work?
- Do you have any questions that you would like to ask me?

## Questions Employers Do Not Ask

- Are you married?
- Do you have a disability?
- Do you have children?
- How old are you?
- What is your religion?

# What Employers Look for in a Job Applicant



When you interview for a job, an employer may ask you a lot of questions. Many of those questions are designed to give the employer information that will help her (or him) decide if you are the best applicant for the job. Although the questions will be different, many are related to the following areas. Thinking about these items ahead of time will help you be able to better answer the employer's questions.

- **How well do you “fit” our company?**

- When an employer reads an application or resume, or interviews you for a job, they are trying to decide if you will be of value to their company. If they see a strong relationship—or “fit”—between your skills and experience and their needs, you are more likely to be hired for the job. That is why what you include in your application, or resume, or your answer to an interview question is very important. Often employers will look for clues in the following areas that indicate you have what they are looking for in an employee—that you “fit” their job and company.

- **Can you do the job?**

- Skills

- **Do you have experience in a similar job?**

- **Do you have experience in other jobs?**

- **Have you successfully completed a training program related to the job?**

- **Do you have any related experience that will apply to this job?**

- Education

- **Do you have a High School Diploma or GED?**

- **Do you have a certificate of completion for skills-training related to the job?**

- **Do you have evidence of completion of other education not related to the job?**

- Do you have hobbies or other interests that might be related to the job you are applying for?
- Do you have aptitudes—natural abilities—that are important in doing the job?

- **Are you dependable?**

- Are you loyal? Can other people depend on you?
- Will you attend? Will you be on the job every day unless excused?

- Are you punctual? Will you be on time or even better early?
- Are you motivated? Are you a self-starter who always gets the job done?
- **How much do you know about the job or company?**
  - Can you use some of the vocabulary related to the job?
  - Do the questions that you ask the employer show knowledge of the job and company?
- **How well do you get along with others?**
  - Are you cooperative?
  - Are you considerate of others?
  - Are you willing to accept feedback and supervision?
  - Are you willing to work on a team and get involved with other people at work?
  - Are you the kind of person who argues, gossips, or complains?
- **Can you create a positive image for the company?**
  - Do you convey the feeling in your application, resume or interview that you really want the job?
  - Are you willing to go the extra mile?
- **Will you do the job well and are you willing to do more than just your specific job?**
- **Are you willing occasionally to work late, overtime, or weekends?**
  - Are you a person with optimism and energy, courtesy, and an authentic smile?
  - Are you confident but not proud?
  - Do you dress in a way that is right for the job?
  - Are you neat and clean?
- **Can you deal with possible problem areas?**
  - Do you know when to bring something up and when to keep quiet?
  - Are you willing to work to solve a problem?
  - Do you have the commitment necessary to overcome obstacles and improve yourself?

No applicant will do well on every question listed here, but this list gives you a chance to think about how you would answer some of these questions. You might want to think ahead about how you would dress and act.

# \* Job Interview Do's and Don'ts



## Do

- Shake hands firmly.
- Be ready to tell the interviewer why you are there.
- Use the interviewer's name in the conversation.
- Be pleasant and friendly, but businesslike.
- Ask the interviewer questions – you need to be sure the job is right for you.
- Be positive.
- Stress your strong points.
- Tell the employer the qualifications you have to offer the company.
- Remember to thank the employer for the interview.
- Ask when you can call to find out the decision if the interviewer does not tell you when you will hear about the job.



## Don't

- Chew gum.
- Sit down until the person interviewing you offers you a chair.
- Criticize former employers or co-workers.
- Plead for a job or a chance to work.
- Tell the interviewer “I’ll take anything you have.”
- Take another person with you to an interview.
- Discuss personal, home, or money problems.
- Smoke, even if the interviewer does.
- Tell about other jobs you applied for, but were turned down.
- Apologize for any lack of experience or education.
- Hang around when the interview is over.





# Completing a Resume Draft

## Key Points

A good resume is important for successful employment. It gives participants confidence in their experience and skills. When they have completed the steps necessary to write a good resume, they will remember key points more easily. Resumes are like billboards that advertise the best qualities a person has.

## Goal

The goal of this module is: 1) to help participants complete a resume, and 2) to understand how a resume is used in the hiring process.

## Materials & Preparation

A **Resume Worksheet** and pencil for each participant.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*10 minutes*

Show participants pictures of several billboards or good newspaper advertisements. Ask them which they like the best. Ask them why. Write some of the key reasons on the board or flip chart. Explain that today each person is going to write a resume.

Tell the participants:

“A resume is like a billboard advertising you to any employer looking for employees. An accurate and effective resume will help you get the job. Completing a resume will also help you remember key points about yourself to emphasize in an interview. A good resume helps a person think about their career and job goals.”

## ■ ACTIVITY

*40 minutes*

### Introduction (5 min)

Pass out a copy of the Resume Worksheet and a pencil for each participant. Explain that each participant will complete a Resume Worksheet. In their portfolio are several items that will help them in completing the Resume Worksheet:

- The Master Job Application Form containing information on their work history and education (Chapter 6).

## Completing a Resume Draft, continued

- The Job List Worksheet (page 6.8). Ask the participants to note the jobs that represent a good “fit”.
- Results from the Resume Skills module (Chapter 2).
- Assessment summary

Some participants may not have all of these items for various reasons. They should still be able to complete the Resume Worksheet, although they may not be able to include every detail (address of a previous employer, for example). In this session, it will be important to work closely with each participant, since the participants will each have a different level of experience and comfort with this activity. Ask if anyone has a question. It is important to clarify the purpose of the session so everyone feels comfortable.

**Task 1** (15 min)

Have the group review the Resume Worksheet. Ask the participants to give an example of what they might put in each section. It may be useful to work as a group to help everyone understand the importance of informal experience. When you are sure everyone understands the activity, ask each participant to complete a worksheet. Since each person has a different background, not all items will be equally relevant. As they work on the worksheet, they will have questions, especially about possible items for informal education, work, and life experience.

**Task 2** (10 min)**Write a Job Objective**

Participants should write their Job Objective. In some cases they can copy the objective from the Job List Worksheet in their portfolio. Remind them that they can always change their job objective as they gain more insight into the employment process.

**Knowledge, Skills and Attitudes**

Participants should identify their knowledge, skills, and attitudes that they believe are most important to include on their resume. If someone does not know what to write, ask participants to work together to help each other.

After participants have been working on this task for 5 - 10 minutes, stop them and do a quick check in to see what they have identified. This will be a good opportunity to help individual participants benefit from the feedback of others and make sure everyone understands the task.

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Completing a Resume Draft, continued**Task 3** (10 min)

Explain the concept of a summary and why a summary is useful. Ask participants to complete their Summary Statement using information from the Resume Worksheet.

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**REFLECTION***5-10 minutes*

Ask participants to read aloud their job objective and summary statements. Affirm each response, noting at least one item that is especially well done. Encourage participants to affirm each other. Be positive and encouraging in giving feedback.

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**CONNECTION***5-10 minutes*

Ask participants to discuss these questions as a group, and provide their response:

- “Were you surprised by how much knowledge and skill you already have?”
- “Why is a resume important?”
- “What are some important things to remember in completing a resume?”

Note: Remind participants to put their Resume Worksheet in their portfolio.

# Resume Worksheet



## Identification

Name: \_\_\_\_\_

Home address: \_\_\_\_\_

Phone number: \_\_\_\_\_

## Job Objective

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## 1. Work Experience

*Include most recent work experience first.*

Name of Company or Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number (Include Area Code): \_\_\_\_\_

Dates employed or served: \_\_\_\_\_

Job title(s): \_\_\_\_\_

Supervisor's name: \_\_\_\_\_

Wage/Salary: \_\_\_\_\_

Name of Company or Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number (Include Area Code): \_\_\_\_\_

Dates employed or served: \_\_\_\_\_

Job title(s): \_\_\_\_\_

Supervisor's name: \_\_\_\_\_

Wage/Salary: \_\_\_\_\_

Name of Company or Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number (Include Area Code): \_\_\_\_\_

Dates employed or served: \_\_\_\_\_

Job title(s): \_\_\_\_\_

Supervisor's name: \_\_\_\_\_

Wage/Salary: \_\_\_\_\_

## 2. Relevant Life Experience

*(In a specific job resume, these items must be relevant to the job being applied for)*

Activity: \_\_\_\_\_

Skills used: \_\_\_\_\_

Result: \_\_\_\_\_

Activity: \_\_\_\_\_

Skills used: \_\_\_\_\_

Result: \_\_\_\_\_

Activity: \_\_\_\_\_

Skills used: \_\_\_\_\_

Result: \_\_\_\_\_

Activity: \_\_\_\_\_

Skills used: \_\_\_\_\_

Result: \_\_\_\_\_

### 3. Education and Training

*(Formal school experience. In a specific job resume include only relevant informal learning)*

Class or Activity: \_\_\_\_\_

School or Organization: \_\_\_\_\_

Date(s): \_\_\_\_\_

Result: \_\_\_\_\_

Class or Activity: \_\_\_\_\_

School or Organization: \_\_\_\_\_

Date(s): \_\_\_\_\_

Result: \_\_\_\_\_

Class or Activity: \_\_\_\_\_

School or Organization: \_\_\_\_\_

Date(s): \_\_\_\_\_

Result: \_\_\_\_\_

## Summary

*(One “bulleted” sentence or phrase summarizing each of these areas)*

**Experience** *(relevant things you have done, either jobs, work or life experience):*

**See work experience or life experience, number 1 and 2 above**

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**Credentials** *(formal education or training):*

**See education and training, number 3 above**

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**Achievements** *(relevant things you have accomplished, either formal or informal):*

**See “result” lines above**

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**Knowledge, skills, abilities:**

*Found in portfolio. This item was covered in the “Resume Skills Module” (Chapter 2 of Work Know How).*

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**Attitudes** or work ethic:

*(Found in portfolio. This item was covered in the “Work-Related Values Module” (Chapter 2 of Work Know How).*

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# Resume Tips



## **What is a resume?**

A resume is like a personal “Billboard.” It’s an advertisement, for you! It is a document that tells an employer about you. The purpose of a “Billboard” is to sell a product. The purpose of the resume is to “sell” your skills and experience. A good resume will help make sure you get invited to interview for the job. The resume is not an application where you answer questions. It is not an official personnel document. It is not an autobiography designed to tell your whole life story. It is an advertisement...for you!

## **What do you write in a resume?**

Resumes contain facts—information about you, your education, your work experience, your accomplishments, and your skills and abilities. A resume reminds you about your experience and the good qualities that you have to offer. Employers read your resume looking for clues that might help them know if your skills and the job are a good fit.

## **Remember to include the job objective.**

The job objective is a short statement that summarizes where you are headed. It should be related to the job that you want to apply for. A job objective describes your career goals. Employers are interested in people who have a job objective and a clear sense of direction, especially if the objective matches their need. A good job objective is short, 5-15 words.

## **Sometimes Little or No history can be work history**

Even if you don’t have a lot of formal work history, you do have a work history. Here are three things that you can do:

**Group jobs by type.** If you worked for short period of time in many jobs, you may be able to group the jobs together by type. There is power in numbers. For example:

“Fast food cook. Extensive experience as a cook working in very different companies: McDonalds, Burger King and Taco Bell, 1998-2000.”

**Group work experiences by skills.** Group the skills that are similar and explain how you have used them in different jobs. For example: “Receptionist for three offices, 1997-1999. Strong skills in interacting with the public and answering the telephone.”

**List problems and solutions.** Discuss times that you have used your skills to solve problems. For example, “I am good at helping people get along. I was the middle child of five and I helped the others stop their conflicts. When I was in the Music Club at school, I was the person who always welcomed new members and helped them feel at home. At my church, I help with the youth group and I make sure that everyone has a friend. In 1999, I worked at Home Depot where I used my skills to help our team win a prize for being the hardest workers.”

**What about listing hobbies?**

List hobbies that have helped you learn skills that you can use on the job. If you like to sing and you are in a choir, then think about the skills you have learned. For example, “I am in the church choir and it is a lot like a team. Everyone has to do their part. I have helped direct the choir and select the music. The Music Director says I am very dependable.” In this kind of an example, you can show how the things you learned in other areas of your life apply to work.

**What about revealing age, race or religion?**

Most people do not include their age, race, or religion on their resume UNLESS it pertains to your job objective. For example, you might mention your religion if you are applying for a job in a church.

**Remember**

- Keep it short
  - Check it over to make sure it looks good
  - Check your spelling
  - Look for smudges
  - Did you say what you wanted to say? Edit the words so the resume is more clear.
- Be honest
- Make sure the information you list fits the job you are applying for



# Polishing the Resume

## Key Points

In writing a good resume, often the editing separates the great resume from the “runner up.” Almost everyone can improve something they have written. Sometimes it is easy for people to overlook their mistakes after they have been working on their resume for a long time. Editing a resume makes good writing even better.

## Goal

The goal of this module is: 1) to review and edit the completed Resume Worksheet, 2) become familiar with the items that are included in the resume in preparation for the job interview, and 3) where appropriate, create a resume using a word processor.

## Materials & Preparation

- **Resume Bloopers List**
- **Resume Worksheet** and pencil for each participant.
- A dictionary and thesaurus would also be very useful.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*10 minutes*

Editing makes a good resume better. Pass out the “Resume Bloopers List.” Read each blooper and ask participants to identify the “blooper.” Explain that the statements were actually used in a resume. Ask the group what happens when an employer reads a resume with a “blooper.” After they have given their answers, add some comments. “The employer forms an opinion about you—they think you are not careful to correct your mistakes, for example. In some cases the employer will not consider you for the job.”

Explain that it is okay to make mistakes. Everyone does. It is correcting the mistakes and improving that is important.

## ■ ACTIVITY

*35 minutes*

### Introduction (2 min)

In this session the participants are going to edit the Resume Worksheet they already completed. Some of them were not able to complete the Resume Worksheet before. This will also give them a chance to complete that worksheet.

## Polishing the Resume, continued

**Task 1** (10-20 min)

Participants should take their copy of their Resume Worksheet and edit it. They should make sure that:

- The wording clearly communicates what they are trying to say
- Words are spelled correctly (have a dictionary available if possible)
- They have chosen the right word (have a thesaurus available if possible)
- The summary is short and includes the most important items
- Their job objective is worded clearly
- They have not left out any information and they include anything else they remembered on the Resume Worksheet

After editing the Resume Worksheet, the information should be copied on a piece of paper in the correct resume format. The sections should be in this order (write them on the board or flip chart):

1. Personal information
2. Job objective
3. Summary
4. Work history
5. Education and training
6. Relevant life experience

**Task 2** (10-15 min)

Have the participants choose a partner and read their Resume Worksheet. Ask the pairs to note anything that they don't understand or words that are not spelled correctly. They should discuss the Resume Worksheet with their partner, noting suggestions for improvement.

**Task 3** (10-20 min)

If time allows, computers are available, and participants have sufficient interest and skills, have them complete their resume with a word processing program on the computer. In most cases, this may take a lot of assistance and support. In all cases, it will not be possible for participants to completely finish and format their resumes in the time allotted for this session. Facilitators will need to use their judgment, based on resources and time available, and skill levels of participants, in deciding how to complete this task. Where possible, it is good for participants to work on

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Polishing the Resume, continued

the computer version because this helps them practice their computer skills and remember the information that is on the resume. That will be very important at the interview.

If time allows and it is appropriate, participants could also work on a draft of a resume cover letter. In writing a cover letter however, care should be taken to make it for a specific job. Because many participants may not be creating their resume for a specific job, it may not be useful to work on a cover letter as a part of this exercise.

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**■ REFLECTION***10 minutes*

Ask the participants to note two interesting things that they learned about their partner from reading their resume. Have them share these with the group.

Each person should also share one thing that they changed as a result of this session that made a big improvement in their resume.

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**■ CONNECTION***10 minutes*

Ask the group, “What do you do with a completed resume?” (Send it to employers with a cover letter in order to apply for a job). You may want to explain what a cover letter is and show an example of a completed cover letter, especially if participants are not familiar with the use of a cover letter.

You may want to show the group a cover letter and resume from a former participant who is now working at a job she likes. If possible, it would be useful to have some information about former participants who completed resumes and the types of jobs they have now.

Ask the group, “When would you change a resume?” (When you apply for a different kind of job, need to include additional information, or feel you need to change it to make the resume clearer).

Note: Remind participants to put their completed resume in their portfolio.

# Resume Bloopers List



Each of the following statements was actually used in a resume. Although they are funny, they hurt the applicant's chances for getting a job. Identify the mistakes and explain what you would do differently.

- “Suspected to graduate early next year.”
- “Proven ability to track down and correct errors.”
- “I am a rabid typist.”
- “Here are my qualifications for you to overlook.”
- “Am a perfectionist and rarely if ever forget details.”
- “Accomplishments: Completed 11 years of high school.”
- “Size of employer: Very tall, probably over 6’.
- “Finished 8th in my high school graduating class of 10.”
- “Qualifications: No education or experience.”
- “I am relatively intelligent, obedient and loyal as a puppy.”
- “Note: Keep this resume on top of the stack. Use all others to heat your house.”
- “Also Known As: Ms. Productivity, Ms. Clever, Ms. Fix-it.”
- “Assisted in daily preparation of large quantities of consumable items in a fast-paced setting.”  
(Translation: Short-order cook.)
- “I have an excellent track record, although I am not a horse.”
- “Trustworthy references available upon request—if I give them a few bucks.”

# Where Do You Find a Job?



- **Friends and Acquaintances.** About 80 percent of all jobs are filled through word-of-mouth from friends, relatives, and informal contacts. Ask friends who work, former employers, and local businesses, if they know of any job openings.
- **Tennessee Career Centers.** Many job openings are listed with the Career Center office. The Career Center also has staff trained to help in a job search.
- **Newspaper Ads.** Classified sections of daily newspapers are a good source of job announcements in the community. The newspaper is available at the Public Library.
- **Walk-Ins.** You may want to go directly to an employer. Some announce job openings by placing signs in their windows.
- **School Placement Offices.** High schools, business schools, and colleges often have career services. Also, talk with teachers, staff, and fellow students for information in finding the right job.
- **Telephone Directory Yellow Pages.** In the Yellow Pages, telephone books list companies by what they manufacture or the service they provide. You can match your interest and skills with those of the company by looking under your particular skill area (such as plumbing, electricity, etc.).
- **Private Employment Agencies.** Some agencies charge you a fee, while others charge the employer the fee. You should first learn what types of jobs the agency handles and know if you will be required to pay.
- **Civil Service Bulletins.** Federal Service Bulletins are available at Career Centers, public libraries, and post offices
- **Professional Associations.** Listings of associations for various job categories (such as plumber's unions) can be found at the local library. These are useful for specialized occupations. Many associations print publications or magazines that list job openings in certain fields.
- **Temporary Employment.** Consider temporary employment and watch for notices of full-time employment.
- **Chambers of Commerce or Union Hiring Halls**
- **Mailing Your Resume with a letter directly to a company**



# Making A Job Plan

## Key Points

Planning is important for a successful job search process. This module builds on the module “Making a Job List” where participants practiced evaluating jobs that interested them. This module focuses on the steps necessary to pursue a specific job opening.

## Goal

The goal of this module is to make a job plan to identify and follow up on key steps in the job search process.

## Materials & Preparation

Several **Employer Contact Forms**, found at the end of this module on page 6.66, and pencils for each participant

Participants will need the following forms, completed in earlier modules:

- **Job Information Sheets** (found on page 6.6)
- **Job Evaluation Worksheet** (found on page 6.7)
- **Job List Worksheet** (found on page 6.8)

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*5 minutes*

Ask participants: “Have you ever gone shopping and gotten home only to realize that you forgot the most important thing?”

Participants may share their own experiences of forgetting things. Sharing a personal example as facilitator will also help to make the point. Point out to participants that it is easy to forget things and that planning ahead is important to make sure that a person doesn’t forget important things.

## ■ ACTIVITY

*30-45 minutes*

### Introduction (2 min)

Tell participants that today’s session is about planning ahead to get a job.

### Task 1 (5 min)

Participants will have already completed “Job Information Sheets” as a part of their visit to the Career Center and Public Library (found on page



## Making A Job Plan, continued

6.6). Job Information Sheets are used to gather important information on specific jobs. They will have also practiced evaluating the jobs listed on their Job Information Sheets using the Job Evaluation Worksheet (found on page 6.7) and Job List Worksheet found in the module “Making a Job List” (found on page 6.8)

The first task is to transfer information from the Job List Worksheet to the Employer Contact Form for the jobs identified as having a good “fit” for the participant. Note that one Employer Contact Form will need to be completed for each job.

**Task 2** (10-15 min)

Participants will complete as much of the top portion of the Employer Contact Form as possible. The original Job Information Sheet for the job will give some of the information necessary. The local telephone directory, Internet or other resources should also help in completing the top portion of the Employer Contact Form.

Explain that accurate contact information will save a lot of time and frustration for a person who is looking for a job.

**Task 3** (15-20 min)

Ask participants if they can name some of the steps involved in getting a job. Participants will identify such things as interview, application and resume. As participants identify various items, write them on the board or flip chart. Explain that successfully completing each step requires careful planning. The Employer Contact Form is a tool to help in planning a job search.

Demonstrate for the group how to complete the bottom portion of the Employer Contact Form. Write these words on the board or flip chart:

- **When?**
- **What?**
- **How?**
- **Why?**
- **Result / Next Steps.**

Explain to participants that these are important to remember in completing each step in the job search process. The chart at the bottom of the Employer Contact Form provides a way to record a person’s job search plan and their progress in implementing the plan.

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Making A Job Plan, continued

Sketch a few lines of the chart on the board and demonstrate how to use the form. Tell participants that they first enter the date they plan to do a specific job search activity, such as 12/1 (December 1). This is the “when.” Then they should identify “what” they plan to do as a part of their job search. An example might be, “Pick up an application.” They have identified the “when” and the “what.” Now they should place a check mark in the box corresponding to the way they are going to complete the activity, the “how.” For example, to pick up an application they might check the box “workplace visit” indicating that they plan to visit the workplace in order to pick up an application. The “why” section identifies the reason for the contact or activity. This section provides a place for participants to note the reason for the activity. Using the example, they might note that an “application is required for the job.” After they actually complete the activity they would enter the “date completed” and the “result / next steps.” In the case used in this example, the date completed might be 12/3 and the result / next steps might be to “drop the application off at the personnel office by tomorrow.”

Point out to participants that there are six rows on the chart. In completing the chart they can list six activities on a page. If they need additional spaces to record other steps in the job search process, they should get an additional form and staple the two forms together. Completed “Employer Contact Forms” should be kept in their “Portfolio.” The “Employer Contact Form” is a way to remember the key steps in getting a job, tasks that need to be done, and important deadlines.

---

**■ REFLECTION***10 minutes*

Ask each participant to reflect on these questions and discuss their answers:

- What job do you want to follow up on first?
- Why do you want to start with that job?
- What will your first step be in pursuing that job?

---

**■ CONNECTION***5 minutes*

In concluding, review with participants some of the local possibilities that they have to get good information about jobs. Ask them to name some options and list them on the board. As they discuss possible sources of information, you may want to add other resources to the list.

# Employer Contact Form



Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Company Name: \_\_\_\_\_

Name of contact person: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Name of job: \_\_\_\_\_

Job Information: \_\_\_\_\_

For each contact you make with the employer regarding this job, write the date in the left column. Check (✓) the box describing how the contact is made. Make notes on the reason for the contact and next steps you need to take.

When?		What?	How?				Why?	Result
Date Planned	Date Completed	What activity?	Phone	Workplace visit	Letter	Fax	Reason for Contact	Results / Next Steps



# Getting Ahead

*“Workers are expected to be self-directed, flexible, and open to change. In addition, they must be problem solvers, decision makers, thoughtful questioners, critical thinkers, and participants in work teams. With such demands in the workplace, it is apparent that the focus must be on education for on-going growth — learning how to learn.”*

—Soifer, R., Irwin, M.E., Crumrine, B.M., Honzaki, E., Simmons, B.K., Young, D.L.

(1990) Complete Theory-to-Practice Handbook of Adult Literacy.

New York: Teachers College, Columbia University, p. 9.

Getting a job is just the beginning. Learning how to make a job better, how to change jobs, how to improve skills and how to get help are important in the ongoing process of making one’s life goals a reality. Learning is at the heart of improvement and advancement. Formal learning is an important part of the process, but informal opportunities to learn are just as important. The modules in this section of *Work Know How* are designed to strengthen the skills needed to get ahead.

<b>Introduction .....</b>	<b>7.1</b>
<b>How to Make a Job Better .....</b>	<b>7.3</b>
* <i>When You Want to Quit .....</i>	<i>7.7</i>
<b>How to Change Jobs .....</b>	<b>7.9</b>
* <i>If You Decide to Leave A Job .....</i>	<i>7.13</i>
<b>How to Get Help .....</b>	<b>7.15</b>
\ <i>Personal Network.....</i>	<i>7.18</i>
* <i>Networking Tips .....</i>	<i>7.19</i>
<b>Get Organized .....</b>	<b>7.21</b>
\ <i>Weekly Calendar.....</i>	<i>7.25</i>
\ <i>To Do List .....</i>	<i>7.26</i>
<b>Think Outside the Box.....</b>	<b>7.27</b>
\ <i>Think Outside the Box Worksheet .....</i>	<i>7.30</i>
* <i>Think Outside the Box Worksheet KEY .....</i>	<i>7.31</i>

(continued on next page)

<b>Job Calls</b> .....	7.33
<i>Job Calls Worksheet</i> .....	7.36
<b>Getting Ahead</b> .....	7.39
<i>Getting Ahead Worksheet</i> .....	7.42
<b>Where to Find Better Jobs</b> .....	7.45
<b>Job Information Online</b> .....	7.49
<i>Using “THE SOURCE” to Learn about Jobs</i> .....	7.54
<i>Looking for Jobs in Your Area</i> .....	7.56
<b>Web Hunt</b> .....	7.57
<i>Web Hunt Worksheet</i> .....	7.62



# How to Make a Job Better

## Key Points

Every job has its good points and its bad points. Sometimes figuring out how to make a job better is a good strategy to use rather than quitting a job when things aren't going well. When jobs don't go as well as people would like, there are things they can do "right now," and there are things they can do "later" that will help improve their job and career over time.

## Goal

The goal of this module is to 1) better understand what can be done to improve a job situation.

## Materials & Preparation

A copy of the **When You Want to Quit** handout for each participant.

## Time Needed

Approximately 50-60 minutes, depending on group size.

---

## ■ AWARENESS

*10 minutes*

Ask participants:

"Have you ever wanted to quit a job, a class, or some other kind of activity?" Ask participants why they wanted to quit.

"Has anyone actually quit?" If so, ask them to tell a little about the experience. If you as a facilitator have had the experience of quitting a job, you might briefly tell the participants about your experience. The goal is for participants to become more aware of what it is like to leave a job.

---

## ■ ACTIVITY

*35 minutes*

### Introduction (2 min)

Begin by pointing out to participants that almost everyone wants to quit their job sometime, sooner or later. Sometimes quitting a job is the right thing to do and sometimes it is the wrong thing to do. This session focuses on making a job better, no matter what you think about the job.

### Task 1 (10-20 min)

Ask participants to read the handout "When You Want to Quit." Be sure to give them adequate time to read the handout. If some participants have trouble reading the handout, you may want to ask different participants to read a paragraph out loud.

## How to Make a Job Better, continued

Write two column headings on the board or flip chart: “Right Now” and “Later.” Ask the participants to think about what they just read and about their own experiences and name something that can do “right now” whenever they feel like quitting a job. Write their answers on the board or flip chart.

Take a few minutes after the discussion and remind participants of the things they learned in the module “Stress Management.” Practice again for a few minutes the process of “Taking a Deep Breath” (See 8.17).

**Task 2** (15 min)

Ask participants to look again at the handout “When You Want to Quit.” This time they should focus on “Later,” the things that they can do over time to make a job better. Ask the participants to name something that can do “later” to make a job better. Write their answers on the board or flip chart.

Remind them that the process of evaluation, or thinking about the job, is the same process that they focused on in the module “Making a Career Plan” (Chapter 3). Thinking about something involves weighing the options, the good things and the bad things about a job or a situation.

**Task 3** (10-20 min)

For this exercise, ask participants to select a partner or divide the group into pairs (or three if there is an odd number).

Each partner will play a role. The first role is “Millie,” an employee who wants to quit. The second is “Mildred,” a friend and co-worker of Millie’s who is trying to calm her down and talk her out of quitting.

Read the situation to the group:

*Millie has been working in as a receptionist for six months in a small mail order company. Two other women work in the office as secretaries. The three office staff members are responsible for answering the phone and taking customer orders. During the week there are a lot of orders on Monday and very few on Thursday and Friday. The other two secretaries have worked in the company for over ten years. For the last six weeks, Millie has noticed that they always take a longer lunch on Monday, timing when they are gone so the boss doesn’t know they come in late. Not only are they taking longer lunch breaks than they should take a lot of days, they also leave Millie to take all the orders during the busiest time of the week. The other two secretaries*

## How to Make a Job Better, continued

*also seem to take their sick days on Monday and Wednesday, the busy days. They are also very critical of Millie for any mistake she makes. One Thursday afternoon, the boss comes in and tells Millie that she is going to be docked for 15 minutes pay because she was five minutes late returning from lunch. Millie is really upset. She almost gets mad and walks out, but then she takes a deep breath and goes back to her desk. Inside though, she is fuming. After work, she sees Mildred who works in the shipping department and tells her that she is going to quit. If you are Mildred what do you say to Millie?*

Each pair of participants (or group of three depending on the size of the group) should play a role in the conversation. If there is enough time, they can switch roles and play the role again.

---

**■ REFLECTION**

10 minutes

Ask participants:

“When you were playing the role of the employee who wanted to quit what did your partner say that helped you?”

List the items on the board or flip chart and discuss them as a group. Try to help the group identify the key items that helped the person who wanted to quit deal with their feelings in a constructive way.

If there is enough time, ask participants, “In your life how do you handle yourself when you are frustrated and angry?” Discuss their answers and affirm those responses that are constructive ways for a person to handle a frustrating situation.

---

**■ CONNECTION**

Write the following words on the board or flip chart:

**When it's bad:**

**EVALUATE** — think about the situation.

**TAKE CARE OF YOURSELF** — learn to manage stress and frustration.

**ACT** — take specific actions to improve things.

Say something like this to participants:

“Sometimes being a parent and family member can be frustrating. When a child really frustrates you what could you do that might help the situation. Think about the three categories on the board and answer the question, *What would you do?*”



## How to Make a Job Better, continued

Examine each category in turn and discuss their answers, making notes on the board or flip chart.

NOTE TO FACILITATOR: An alternative to thinking about being a parent or family member is to think about a classroom situation as a kind of work situation. In this scenario, when the class experience is frustrating and you want to quit, ask them what they would do to “evaluate,” “take care of themselves,” and “act” to improve things.

Conclude by reminding participants that learning to make a job better is important whether they love their job or want to quit. In almost every situation, there’s something you can do to make it better.

# When You Want to Quit



Some people leave a job after a short time. This makes others think they can't stick with things. When people quit, they run short of money. Even so, quitting is sometimes the best decision.

Think carefully before you quit a job. First, do these three things:

- **EVALUATE** — think about the situation.
- **TAKE CARE OF YOURSELF** — learn to manage stress and frustration.
- **ACT** — take specific actions to improve things.

Here are some things you can do when you want to quit:

## **At the Time You Feel Like You Want to Quit:**

- **Don't** quit a job in a hurry.
- Try some stress relief.
- Cool off by taking a walk.
- Call a friend who will listen and tell them about your feelings.
- Call your Employment and Career Specialist and ask for help.

## **Anytime When You Are Working On the job:**

- **Don't Assume.** In any conflict don't assume that you are always right or that you are always at fault. Try to improve what is your fault and overlook what is not your fault.
- **Ask.** If you have questions or don't understand something, ask. Not knowing what to do can lead to frustration. Depending on the question, you might ask a fellow employee, your supervisor, or someone in the personnel office.
- **Fix it.** If there is something that you are doing wrong, try to fix it.
- **Work hard to have good relationships at work.** Sometimes you have to say "I'm sorry." Sometimes you have to stand up for yourself.
- **Volunteer.** Volunteer to do more at work. Offer to help take on more challenging duties. Over time you may replace less interesting duties with more interesting ones.
- **Try to change some things.** Ask your supervisor to add or take away responsibilities. Not to "get out of doing work," but to work to the best of your ability. Sometimes a small change in the job can make a big difference.
- **Meet with your boss.** Talk with your boss more, not less. Ask your boss to tell you how you are doing. Ask what you can do better.

## Planning and Thinking About the Future:

Maybe your job is boring. Maybe it is a step toward the better job you really want. Keeping a job and advancing to a better one requires that you do good work in your present job.

Sometimes it helps to focus on things outside the workplace as a way to get more energy for the job itself. Examples might include:

- **Take a training course.** Take a training course you are interested in that would help you get ahead, such as a computer class.
- **Go to the library.** Spend some time in the library looking at magazines or other materials that will help you learn about your work and think about your career goals.
- **Join a group.** Join a group or club focused on something that interests you.
- **Exercise.** Take advantage of exercise and recreation opportunities at community centers or parks.
- **Talk it out.** Ask someone you admire—not necessarily in your company—to help you think about your job and career.

## Think About Your Situation:

- **What's important?** Think about the things that are important to you. Look at the items that you identified in the modules: “What’s Important to Me” and “Work related Values” (See Chapter 3). See if your job is a good “fit” for you. If not, does it make sense to change jobs?
- **What do you like?** Make a list of the things you like about your job, and the things you dislike. Compare them and see if there are ways you can do more of the things you like and less of the things you don’t like.
- **Where are you going?** How does the job fit as a part of your Career Plan? (See Chapter 3). If it is an important step that is necessary to get where you want to go, you may want to find a way to deal with the frustrations.

## Remember:

Every job can be frustrating. Every job has something about it that is good. Everyone can improve something in their work. Learning how to make a job better and manage on-the-job frustrations isn’t easy, but it’s an important part of every career.



# How to Change Jobs

## Key Points

People change their jobs for a variety of reasons. Sometimes they change jobs to get more money, more responsibility, or more satisfaction. Sometimes their family situation requires a change. Changing jobs should be a decision that is made carefully because it can have many consequences. The process of how a person changes jobs is very important and may help or hurt their opportunities to get other jobs in the future.

## Goal

The goal of this module is to identify important steps involved in changing jobs.

## Materials & Preparation

A copy of the “**If You Decide to Leave a Job**” handout for each participant.

## Time Needed

Approximately 50-60 minutes, depending on group size.

---

## ■ AWARENESS

*5 minutes*

Everyone changes jobs sooner or later. There are things that you can do that help make a job change a positive experience. This session focuses on how to change jobs.

Ask participants if any of them have ever quit a job. Ask for volunteers to describe their experience of leaving a job.

---

## ■ ACTIVITY

*25 minutes*

### Task 1 (10-20 min)

Write the following question on the board or flip chart:

“How do you know when it is the right time to leave a job?”

Ask participants to think about it for a minute and share what they think is a good reason to change jobs. Write their answers on the board.

Ask participants to think for a minute and share what they think is a bad reason to change jobs. Write their answers on the board.

Discuss their answers pointing out that in some cases the same reason may be good while in other cases, the reason might be bad. For example, a

## How to Change Jobs, continued

person might want to change jobs because “She is tired all the time.” She could be tired because the work is physically too hard for her. In that case, continuing in the same job could be dangerous because she could get hurt. On the other hand, she may be tired because she doesn’t go to bed early enough. That would not be a good reason to change jobs because she probably is not going to go to bed any earlier when working a different job. The job is not the problem.

After the group discusses their answers, you may want to add some of the following reasons that have been identified by groups:

- *You have a great opportunity to work at a job that is something that you have always wanted to do.*
- *You have a job offer that pays a lot more doing a job that you think you would like to do.*
- *The company you work for is not the right company for you. Any employee will be at least a little different from the others in the company. Some differences are good, but not always. One example of a reason to change is that you’re very honest and the company isn’t.*
- *Another reason to change jobs is that you realize that you do not have the skills for the job and you can’t get them quickly enough to be successful in the job, and the company does not provide any training.*
- *You have too many conflicts with co-workers and you can’t seem to mend them, even with help.*
- *The relationship with your boss is really bad, and you have not been able to do anything to improve it.*
- *You’re so stressed, your physical health is at risk.*
- *You’re ready for a new challenge that your present job and company cannot possibly offer—and you have found another job that does offer the right challenge.*

**Task 2** (10-15 min)

Ask the group:

“How do you change jobs?”

Make sure they know to call their Employment and Career Specialist for help.

---

How to Change Jobs, continued

Ask participants to read the handout, “If You Decide to Leave a Job.”

Review with participants the importance of each item. Participants may identify additional items not on the list. They should write any notes they want to remember on the handout.

Remind them to keep the handout in their portfolio for future use.

---

**■ REFLECTION**

*10 minutes*

Ask participants to think about why it is important to leave a job in a positive way even if they do not like their boss or the company. List the reasons on the board. As facilitator, you may want to describe a time when you left a job and how important it was that your former employer gave you a good recommendation. Remind participants that every job becomes an important part of their work history.

---

**■ CONNECTION**

*10 minutes*

Ask participants to practice writing a letter of resignation OR a letter asking for a recommendation from a former employer.

Remind them that the letter of resignation is a business letter. (See the module “Contacting Employers” in Chapter 6 of *Work Know How*). Write the following list on the board or flip chart.

The letter of resignation is a short business letter that includes these parts:

- Your name and address
- The date
- The employer’s name and address
- Dear [employer’s name or title, such as Human Resource Director]
- \*A statement of your plan to resign your job as [title of job] with [name of company]
- A statement telling the employer when your last day of work will be [give at least two weeks notice]
- Sincerely,
- Your signature

## How to Change Jobs, continued

For the letter asking for a letter of recommendation substitute the previous sections marked with a (\*) with a statement asking the employer for a letter of recommendation, and thank the employer for the opportunity to work at [name of company].

Ask for volunteers to read their letter out loud to the group.  
Thank the group for their good work.

# If You Decide To Leave A Job



**If you decide to leave a job, here are some reminders of important things to do:**

- Call your Employment and Career Specialist for help in thinking through the process.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

- Never quit without telling your boss. Always tell your employer you are going to leave, give the date you plan to leave, and a reason. The reason should be brief and as positive as possible.
- Give your employer at least two weeks notice so they can find a replacement for you.
- If possible, write a short letter of resignation to the employer. State your desire to leave, the date you plan to leave, and the date you are sending the letter. It is better to deliver the letter in person.
- If you do decide to leave your job, you should leave in the most positive way possible. Try not to be negative or critical. Thank those who helped you, including your boss (even if the boss was a part of the reason you decided to leave).
- Make sure all your materials are organized so a new person can find them. If things are a mess, the new person will blame you, whether it was your fault or not.
- Make sure that you have another job or at least good leads for a new job before you leave your present job, if at all possible.





# How to Get Help

## Key Points

Everyone needs help at some time. Whether looking for a job, solving a problem or just having someone to talk with, a network of friends and supporters can be a great asset.

## Goal

The goal of this module is to: 1) understand the importance of a support network for solving problems and getting a job, 2) identify one's present support network and, 3) identify possibilities for enlarging the network and expanding its use.

## Materials & Preparation

- The resource –“**Mind Mapping as a learning Method**” (found in Chapter 2 of *Work Know How*).
- The resource –“**Brainstorming Guidelines**” (found in Chapter 8 of *Work Know How*).
- “**Personal Network Map**” worksheets and pencils for each participant.
- Copies of the handout “**Networking Tips**” for each participant.

## Time Needed

Approximately 50-60 minutes, depending on group size.

## ■ AWARENESS

5 minutes

Ask participants: “What is a network?”

See how they respond, and then say something like this: “A network connects things for a purpose. Think of a computer network or a telephone network. Both are systems that connect people in order to communicate.”

“Networking is the process of creating a group of people that you are connected to. Networking is an informal process where people who have common interests or concerns help each other, solve problems, share information, or make job and career contacts.”

## ■ ACTIVITY

45 minutes

### Introduction (2 min)

Remind participants that everyone has a support network. Each person's network is different. Networks serve different purposes and involve different people. A support network can be a big help in finding a job, advancing to a new job and solving all kinds of problems on the way.

## How to Get Help, continued

**Task 1** (10-15 min)

Explain the process of making a “mind map” to participants. Tell them that the purpose of this module is for them to create a mind map of their present support network. Ask them to think of the people who help you, and use the attached ‘Personal Network Map’ to identify your support network. Think of family or friends, those involved in Families First, people in your community, people you work with, or have worked for. Everyone has a different network. It is important to identify your network in order to make the best use of it.”

Explain to the group that “in creating a network map, you start with the main idea in the center of the page, something like “My Network,” connect four boxes to the main idea representing your main types of contacts, family and friends, Families First contacts, community contacts, and work contacts. Then you connect boxes to each one of the four types of contacts with the name, role and contact information for each. This will be an example of your “Personal Network Map.”

**Task 2** (20 min)

Participants should take turns explaining their Personal Network Map to the others. After everyone has finished, talk about additional options for networking that may not have been considered. Ask the participants, “Who could be added to your list?”

After participants identify potential new participants in their network, ask them how they would go about asking these people to be a part of their network.

Note all the suggestions and emphasize those that you think are especially helpful. Examples might include:

- start by asking a specific question
- don’t be afraid to ask for their help
- don’t be offended if someone is not able to help you
- thank people for any help they do give you
- keep them up to date on the results of their help

Give each participant a copy of the handout “Networking Tips” and highlight some of the important information in the handout.

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How to Get Help, continued**Task 3** (10 min)

Ask participants to discuss the question, “When would a network be useful?”

Brainstorm situations where networking might be useful, writing their answers on the board or flip chart. (See “Brainstorming Guidelines” found in Chapter 8 of *Work Know How*).

---

**■ REFLECTION**

5 minutes

Ask the group to discuss these questions:

“How do you feel about asking for help?”

“How do you feel when someone asks you for help?”

“Is it harder to approach some people than others?”

Point out that making contacts is difficult. Sometimes the people who could provide the most support are harder to approach. This is especially true when things are not going well. When people feel down, they may be reluctant to reach out to anyone.

---

**■ CONNECTION**

5-10 minutes

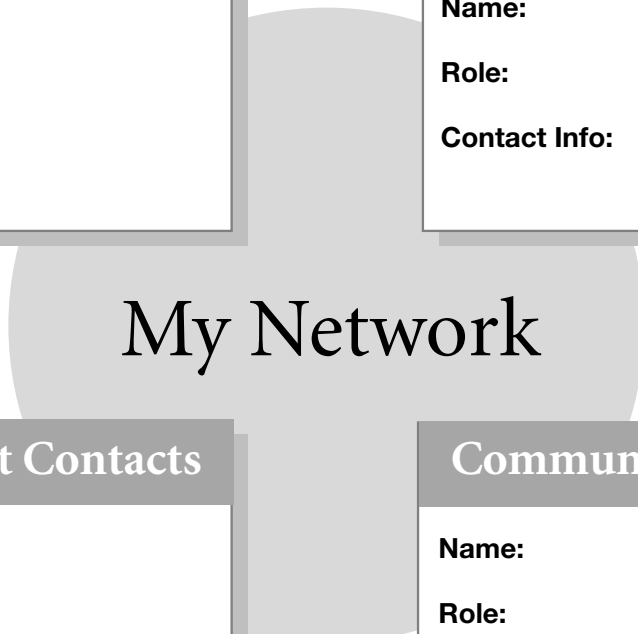
Remind participants that networking is very important in getting a job and solving problems. Say something like this: “Beyond networking, there are other resources that could be very useful. Every community has resource people and agencies that can help with problems with children, legal concerns, medical issues, transportation needs, food, emergencies, and many other issues.”

Ask the group to identify some of those resources. You should be prepared to add others that you are aware of. Encourage participants to include these on their Personal Network Map.

Remind them to keep their “Personal Network Map” and the resource “Networking Tips” in their portfolio for future use.

# Personal Network Map

Name: \_\_\_\_\_



Family & Friends	Work Contacts
<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>	<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>
<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>	<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>

Families First Contacts	Community Contacts
<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>	<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>
<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>	<b>Name:</b> <b>Role:</b> <b>Contact Info:</b>

# Networking Tips



## Networking:

*“An informal system where persons having common interests or concerns help each other, share information of common interest, or the development of job or career contacts.”*

It is a lot easier to get help or find a good job if you have a strong network of people who can help you. A good network can assist you in getting a job, solving problems, and making difficult decisions.

## Who are good people to include in your network?

Anyone you think can help and who is willing to help you. No two people's network will look alike. Some examples of people who might be included are: a close friend or family member, another participant in Families First, a teacher or coach, minister, neighbor, a Families First facilitator or Case Manager, a minister, and employer or supervisor.

## When you network with other people:

1. Know exactly what you want from the person to whom you are talking. Prepare your questions in advance of meeting them or calling them on the telephone.
2. Have a positive attitude when you network.
3. Talk to strangers and mingle with people you don't already know at meetings and events. Introduce yourself. You never know when you will meet a person who can help you.
4. Share information, ideas, resources, and contacts you have with others. Networking is a two-way process. You may find information that will help others more than yourself. Share it.
5. Don't ask for too much at one time. Limit the amount of assistance or information you seek from one person. Don't go back to the same person "too many" times.
6. Always follow-up the leads you get through networking. This will help you avoid embarrassing those who have made connections for you. Tell those who gave you the leads what happened when you followed up on their leads. If it doesn't work out they may be able to help you with more leads.
7. Keep any confidential information confidential. Trust is very important in networking. Betraying a confidence could cause a problem for you and the person who told you.
8. Keep it short. Do not take too much of a person's time any one time you contact them. Make appointments for a later time if you need to do so.
9. CONTINUE to network, after you solve the problem or get a job.

Your network will be a very valuable resource, and you never know when you will need assistance. A good network is a lot easier to keep up than it is to re-start. Everyone needs a personal and professional support system.



# Get Organized

## Key Points

Searching for a job, managing a family, and planning for the future are complex tasks. Learning how to get organized can help a person accomplish more, in less time, and make fewer mistakes while doing it. Getting organized involves having a system and using that system until it becomes second nature.

## Goal

This module is designed to help participants see the value of getting organized and practice two common organizational techniques: a weekly calendar and a to do list.

## Materials Needed

A box of paper clips for each participant.  
 One larger box that can hold all the paperclips used in your group for this exercise.  
 One copy of the Weekly Calendar and the To Do List for each participant.  
 Pencils for each participant.  
 Copies of sample calendar formats to show participants.

## Time Needed

Approximately 60 minutes, depending on group size.

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## ■ AWARENESS

*10 minutes*

Use box of paper clips, pennies or even a bag of tootsie rolls. The key is to have a large and unknown number of the same items. Depending on the size of the group, participants might work alone or in pairs.

Give each participant a box of paper clips and tell them their job is to empty the box on the table and count the paperclips as fast as they can.

As they finish write the participants name on the board along with the number of clips they counted and the time it took to complete the task.

Take all the clips and put in one box. Ask each participant to reach in the box and take out a handful of clips and place them on the table in front of them. Now suggest that they count by separating the paper clips into groups of ten to count them.

## Get Organized, continued

Again write the number of clips and the time it took to count them on the board next to the participant's name. This time the times should be faster.

Tell participants that this exercise illustrates the importance of getting organized in order to work faster, accomplish more, and work more accurately.

---

**■ ACTIVITY***30 minutes***Introduction** (2 min)

Say to participants:

*Getting organized is important. Everyone will do it a little differently. Today we are going to focus on two important techniques that can help you get organized for work, or at home, or to help you get a job.*

**Task 1** (10-20 min)

Ask participants how many have a calendar that they carry with them? How many have a calendar that they keep at home? Calendars come in all kinds of sizes and shapes. Show participants some examples. You may want to show them the kind of calendar that you keep and tell them a story from your experience that illustrates the importance of keeping a calendar. Point out that keeping a calendar is one of the best ways to get organized. This exercise focuses on a weekly calendar.

Ask everyone to look at the calendar worksheet. Point out that each day is divided into hourly segments. The goal of the calendar is to write important appointments or notes on the calendar so you won't forget. It doesn't matter how many things you write down, or how few, as long as you include those that are important, and write so you can read it later.

Ask each participant to take the calendar worksheet and fill it in for this week.

- Ask them to write today's date on the appropriate day on the weekly calendar and then fill out the other dates, yesterday, tomorrow and so forth. When they are finished they will have the calendar dates for the week filled out.
- Then ask them to complete the important appointments and obligations that they can remember for today and the rest of the week. These should include class, work or family responsibilities such as childcare, grocery shopping or medical appointments.

---

Get Organized, continued

When everyone is finished, ask several volunteers to share one or two items that they wrote down for Saturday, pointing out the different kinds of activities that might be found in a weekly calendar.

You could keep a calendar by the month, or use one page for each individual day. It all depends on how much information you need to write down.

**Task 2** (10-20 min)

The second tool to help you get organized is like a calendar but focuses on specific tasks that you need to do, rather than on what's going on during a specific day. It's called a "To Do List."

The To Do List focuses on the task. The calendar focuses on the date. You might write the same activity down on both a To Do List and a Calendar.

Say to participants:

*The To Do List is where you write down the important things that you have to get done. The To Do List helps you remember the things you have to do. Point out that there are four places to write about each task that has to be done: the name of the item, the date it has to be finished (deadline), any comment about the task, and the box for checking it off when it is finished.*

You may want to write an example on the board. One task might be a doctor's appointment for your child on Thursday at 11:00 AM. You would write "Doctor [name], [child's name] on the To Do List, and the date, "Thursday, 11 AM. Under comments you might write some additional information such as "preventive shots at the clinic on Third St., (phone number), allow thirty minutes to get there").

Ask the group to name other items that might go on a To Do List and write them on the board.

Ask each participant to take a few minutes and write some real life things they have to do this week on their To Do List worksheet.

Point out to them that one way they can remember an item that is really important is to circle it. When they complete an item, they should check the box so they can see it was completed.



## Get Organized, continued

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**■ REFLECTION***10 minutes*

As a group talk about using a calendar and to do list.

Ask if anyone has kept a Calendar or used a To Do List before. What happened? How did it work?

Getting organized is something that everyone has to work at. Some experiences that individuals report will be positive and some negative. Practice is important. Be sure to encourage the group.

---

**■ CONNECTION***10 minutes*

One of the important parts of using a weekly calendar or a to do list is to remember where you put the calendar or to do list. That's a different kind of organization. Think about a place where you can keep your calendar or to do list where you won't lose them. Where would you keep them?

Also, how would you carry your calendar and to do list with you when you go out so you can easily use them but not misplace them?

Organizing time and tasks is very important. Are there other things in your life that might benefit from more organization? Examples could include such things as a cluttered closet, system to pay bills, or a way to get regular exercise.

# Weekly Calendar



Name: \_\_\_\_\_ Week of (dates) \_\_\_\_\_ to \_\_\_\_\_

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Date							
8 AM							
9 AM							
10 AM							
11 AM							
12 Noon							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							

# To Do List



Name: \_\_\_\_\_ Date: \_\_\_\_\_

✓ Done	Name of Item to Do	Date Due	Comments
<input type="checkbox"/> 1.			
<input type="checkbox"/> 2.			
<input type="checkbox"/> 3.			
<input type="checkbox"/> 4.			
<input type="checkbox"/> 5.			
<input type="checkbox"/> 6.			
<input type="checkbox"/> 7.			
<input type="checkbox"/> 8.			
<input type="checkbox"/> 9.			
<input type="checkbox"/> 10.			
<input type="checkbox"/> 11.			
<input type="checkbox"/> 12.			



# Think Outside the Box

## Key Points

Many good jobs and possible strategies for obtaining them may not be obvious. It is important to learn how to think creatively or “outside the box” in order to be aware of possibilities that could help a person in their career.

## Goal

The goal of this module is to use creative thinking 1) to identify several non-traditional jobs or strategies for career advancement, and 2) practice evaluating the potential for job possibilities.

## Materials Needed

Think Outside the Box Worksheets for each participant and a pencil

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*10 minutes*

Ask participants to work individually for a few minutes and identify the number of squares and rectangles on the Think Outside the Box Worksheet. Ask them to think carefully since not every line of every shape is shown. They should write the number on the paper where indicated. When everyone is finished, ask each person to report the number they wrote down writing the numbers on the board. (The correct number is 19).

Ask the group to help as you identify the various squares and rectangles.

Point out that this exercise requires you to think literally outside the box or creatively in order to see all the possibilities. Sometimes getting a job or getting ahead also requires you to think outside the box.

## ■ ACTIVITY

*35 minutes*

### Introduction (2 min)

Today we are going to practice thinking outside the box about jobs in this community. Ask participants to put on their thinking caps. NOTE to facilitators- you may not have time for all three tasks in one 60-minute session. They can be shortened or used at other times as needed.

## Think Outside the Box, continued

**Task 1** (10-15 min)

Say that this exercise is to help them think outside the box to identify different types of jobs that might be available in their community. Ask participants to think about all the different jobs they observed during the last 24 hours. Write them on the board as participants name them. They will name many jobs, including things like day care, food service, retail stores and transportation. After each person in the group has named the jobs they could think of, go back over the list and help the group to think outside the box to identify additional job opportunities. For example, there are likely a number of different jobs associated with daycare, or food service. The group might have overlooked jobs in housing or other areas. There are a variety of types of transportation. Customer service jobs can be found in many companies.

**Task 2** (10-15 min)

Ask each person to write down the names of 3-5 jobs on the list that might be interesting to them and to evaluate them using the Outside the Box Evaluation Worksheet. This could take 5-10 minutes depending on the size of the group.

When everyone is finished discuss some of the evaluations. For example you might ask participants, “Who had a job that had a whole lot of minuses to it?” Or pluses.

**Task 3** (10-15 min)

Non-traditional jobs are jobs that you don’t usually think of when you think about work. You might not get a salary or they might have unusual hours or activities.

- 1) Ask participants to try to identify one job in their local community that might be termed “non-traditional.” An example might involve cooking. A participant might have a lot of skills and experience in cooking. A traditional job involving cooking might be working in a fast food restaurant or a hospital cafeteria. A non-traditional job might be starting a bakery. There are also jobs involving cooking that are traditional but not things you might normally think about, such as working as a cook in a bakery, a day care center, or working in a catering business.
- 2) Every job possibility has pluses and minuses. Ask participants to evaluate the pluses and minuses of the non-traditional job they identified.

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Think Outside the Box, continued

- 3) Ask participants to tell the group about the non-traditional job that they named. Write each job on the board as they talk about it.

---

**■ REFLECTION***10 minutes*

Discuss the experience with participants using some of these questions:

- Ask participants why they think it is hard to think outside the box.
- Ask if anyone can give an example of working outside the box.
- What was one good idea that you got from another participant in the group during this exercise? (Sometimes another person can see things I can't see.)
- How hard is it to evaluate the possibilities?
- Not every idea that comes up when you think outside the box is equally useful, but sometimes the unusual idea turns out to be the best. Discuss some examples.

---

**■ CONNECTION***10 minutes*

Identifying jobs is important. It is also important to learn to think outside the box in coming up with a strategy to get the job you want. Think about some possible nontraditional strategies for getting a job. You might think of several ideas ahead of time to help them start thinking about new possibilities.

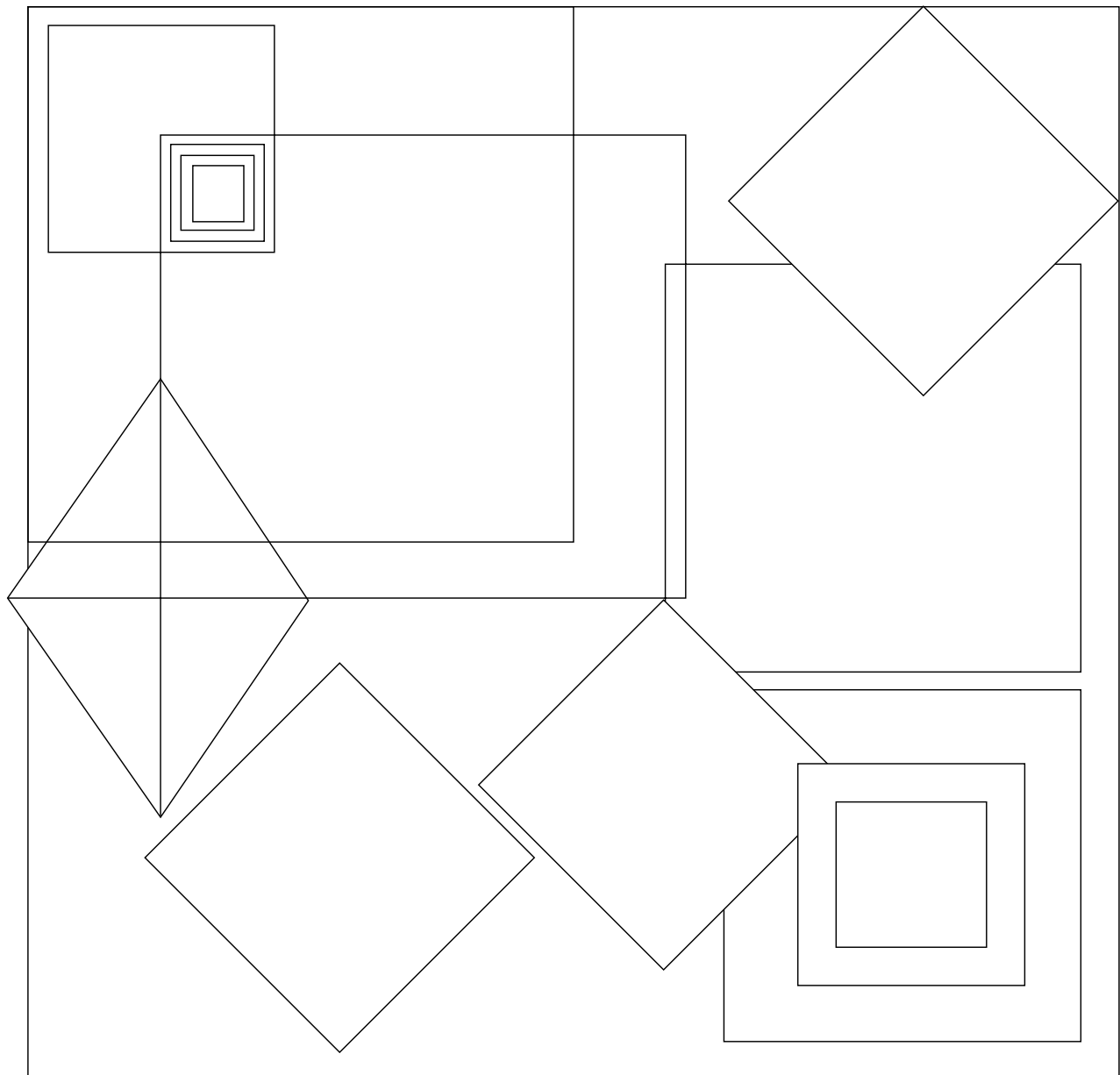
- One unusual strategy might be to move to a different community.
- Another possibility might be to learn a skill by having a friend help you practice.
- Sometimes the best strategy to achieve a career goal is to accomplish it by moving one step at a time. For example, a good first step toward opening my own bakery might be to work in a cafeteria or a bakery.

See if the group can identify several creative strategies. After several have been named, use the time remaining to note the pluses and minuses of several examples.

# Think Outside the Box Worksheet



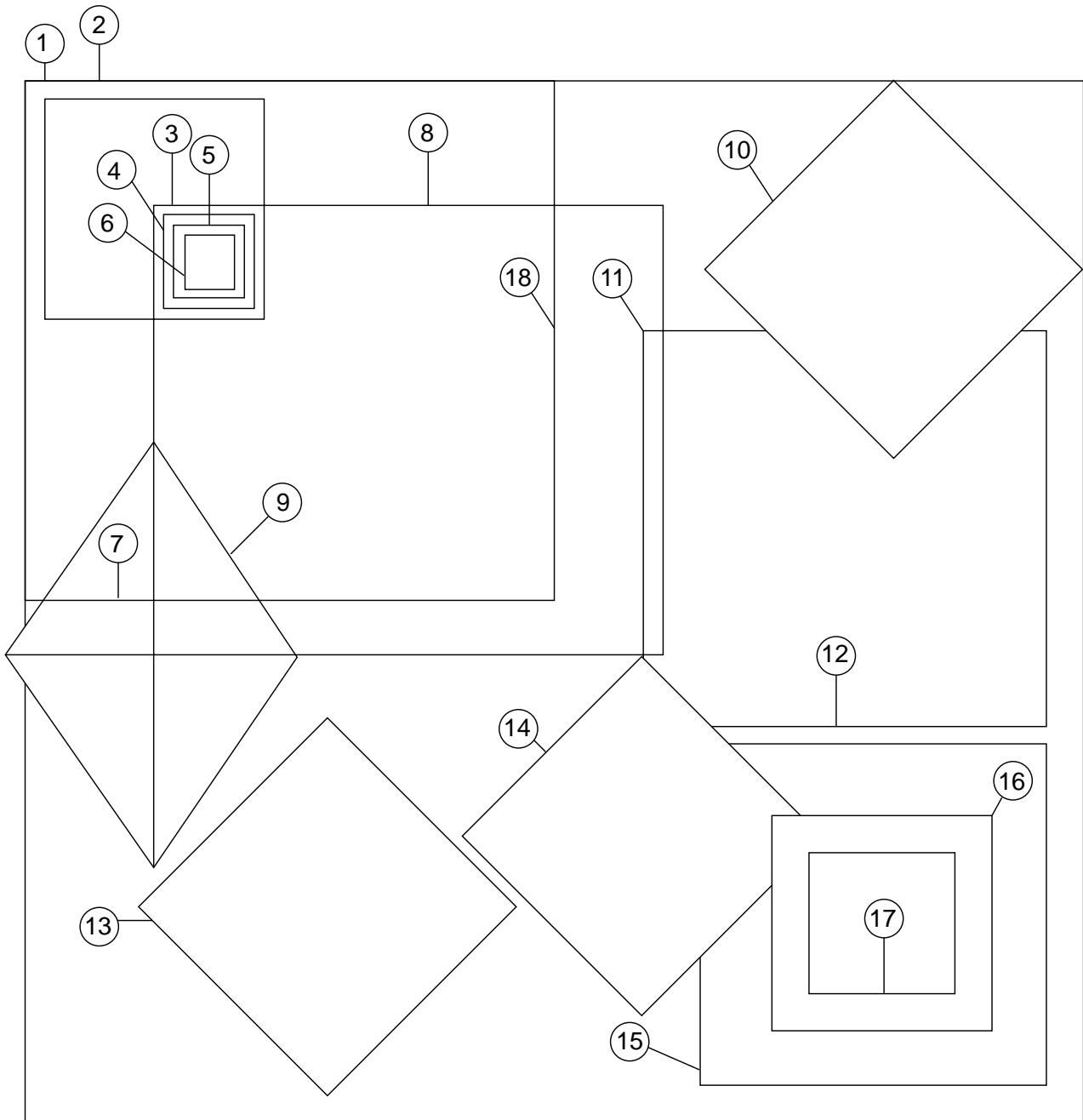
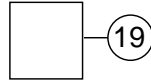
**Directions:** Count the number of squares and rectangles on this page and write the number down here.



# Think Outside the Box Worksheet **KEY**



**Directions:** Count the number of squares and rectangles on this page and write the number down here.







# Job Calls

## Key Points

Using the telephone to find out about employment opportunities is a quick way to get information on a large number of possibilities. In order to get good information, participants must be able to have an effective conversation with an employer on the telephone. This module provides opportunity to practice "Job Calls" or effective telephone job inquiry.

## Goal

The goal of this module is to build participant confidence and skill in calling employers on the telephone to inquire about employment opportunities.

## Materials Needed

- An old telephone that can be used to practice making calls to employers.
- Copies of the Job Calls Worksheet for each participant.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*5 min*

Ask participants who likes to talk on the telephone? Who do you talk with? Have you ever had an awkward telephone call? If you can share a personal experience of an awkward telephone call that will make the exercise come alive for participants.

## ■ ACTIVITY

*35 min*

### Introduction (2 min)

Learning how to talk with an employer on the telephone is not easy to do. It helps to practice. Today we are going to do that by role-playing making telephone calls to employers.

### Task 1 (10-20 min)

Explain that every participant is going to have a chance to practice making a telephone call to an employer. Pass out copies of the script. As facilitator you should play the role of the employer. Ask the participants to use the script and practice calling you to inquire about employment.

## Job Calls, continued

The conversations in this first task utilize the script on the Job Calls Worksheet. As facilitator, feel free to change the employer response as it is done on the script so participants can practice responding in different circumstances. Be aware that different participants will have different levels of skill, experience and comfort in making these calls. You should gauge the difficulty of the conversation to the skills of the participants. If the role-play is too easy, participants will get bored. If it is too difficult, they will be reluctant to participate.

**Task 2** (15 min)

During this task, tell participants that you are going to change the script by adding other elements that reflect different situations. Examples might include these: the caller gets an answering machine, the employer asks an unexpected question, or the employer begins interviewing the participant over the phone. You can make up situations that are appropriate for your situation.

Practice as many situations as you have time for. One of the goals is to increase participants' confidence using the telephone to contact employers. Be careful not to make the situations so challenging that they lower participants' confidence.

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**REFLECTION***10 min*

Discuss the exercises with the group. Was it harder to use a script or to improvise? Think about the different ways that individuals in the group responded during the role-play. What were some really good responses?

---

**CONNECTION***10 min*

Ask participants if a "telemarketer" has ever called them? Ask them how they felt about the call. As facilitator you may also want to share one of your own experiences.

Making a telephone call to an employer or a person you don't know well is hard. Practicing can make it easier. Point out to participants that a good telephone call not only involves what you say but when you say it. When is a good time to call employers? When is a bad time?

Sometimes a telephone call may not be the best way to get information on employment. What are some other ways that you could get informa-

## Job Calls, continued

tion on employment opportunities at a company? Examples might include: physically going to the company, talking to a friend or using the Internet.

# Job Calls Worksheet

**Conversation #1:****The Employer is Available When You Call**

**Caller:** Hello, my name is \_\_\_\_\_ and I was hoping to speak with the manager in charge of hiring new employees.

**Employer:** I am the person who is in charge of hiring. What can I do for you?

**Caller:** May I ask your name?

**Employer:** My name is Betty. (WRITE IT DOWN!!!)

**Caller:** The reason I'm calling is that I'm interested in working at \_\_\_\_\_ and would like to find out if you are currently hiring and, if so, for what shifts.

IF THEIR ANSWER IS "NO"



**Caller:** Do you have any idea when you'll be hiring in the future?

**Employer:** We may be hiring next month.

**Caller:** Thank you for your time Betty. I will call back next month.

IF THEIR ANSWER IS "YES"



**Caller:** Currently I am looking for a job doing \_\_\_\_\_.  
How should I apply for a job at your company?

**Employer:** If you will come in and complete an application, I will be glad to meet with you.

**Caller:** I will stop in this afternoon. Thank you for your help and I look forward to meeting you.

---

Job Calls Worksheet, continued**Conversation #2:****The Employer is Not Available When You Call**

**Caller:** Hello, my name is \_\_\_\_\_ and I was hoping to speak with the manager in charge of hiring new employees.

**Employer:** He/she isn't here right now.

**Caller:** OK. What is his/her name and what time do you expect him in?

**Employer:** (ANSWER: WRITE IT DOWN!!)

**Caller:** Do you know if he/she is currently hiring any new employees and for what shifts?

**Employer:** (ANSWER: WRITE IT DOWN!!)

**Caller:** Thank you for your time.

**BE SURE TO CALL BACK AT THE APPROPRIATE TIME!!!!**



# Getting Ahead

## Key Points

Job advancement is a challenge. There are fewer higher paying jobs and more people competing to get them. To be successful you have to have the right knowledge, skills and attitudes for the job. Any job you have can help you to get a better job. The job you start with may not be the job you really want, but doing it well can help you move up the career ladder and get the job you want.

## Goal

The goal of this module is 1) help participants understand some important factors in job advancement and promotion, and 2) practice skills in evaluating information in order to make a good decision. A copy of the “**If You Decide to Leave a Job**” handout for each participant.

## Materials Needed

One copy of the Getting Ahead worksheet for each participant and a pencil.

## Time Needed

Approximately 60 minutes, depending on group size.

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## ■ AWARENESS

*10 minutes*

What makes a job a good job? Ask participants to name some of the things that they think make a job a good job. Write them on the board. They will probably mention such things as salary or wages, benefits, and working hours. Point out that no job is perfect but that any job can lead to a better job if you work smart.

---

## ■ ACTIVITY

*35 minutes*

### Introduction (2 min)

Job advancement is a challenge. There are fewer higher paying jobs and more competition to get them. To be successful you have to have the right knowledge, skills and attitudes for the job. Any job you get can help you to get a better job. The job you start with may not be the job you really want, but doing it well can help you move up the career ladder and get the job you want. Today we are going to look at a specific example.

## Getting Ahead, continued

**Task 1** (10 min)

Read the situation described in the worksheet out loud and answer any questions that participants might have. Ask each participant to complete the worksheet.

**Task 2** (10 min)

Write the name of each of the candidates for the supervisor's job on the board and ask participants to name some of the strengths they wrote down. Discuss their reasons for making the recommendation for hiring that they made.

**Task 3** (10 min)**Work Words**

Write the following Work terms or vocabulary words on the board and ask participants if they can identify what they mean. Discuss their answers.

- Human Resource Director
- Retirement
- Posting a job
- Supervisor
- High school diploma or equivalent
- Good organizational skills
- Strong skills in customer service

---

**REFLECTION***10 minutes*

Think about the example in this exercise. What do you think are some important things that help a person get ahead or advance to a better job after they are working? List their answers on the board. Ask participants to name another job, such as receptionist or machine operator at a factory. Write that job on the board and ask participants to name some things in that job that could help a person advance or get ahead.

Ask each person in the group look at the list of things on the board that are important in advancement. Ask each person to choose two that they think are really important. As each person names the two things from the list they think are especially important, put a check mark by the item named. After everyone is finished total up the marks to see what the group as a whole thought were the most important factors for advancement. Discuss the results.

---

Getting Ahead, continued

How long do you think it might take to advance to a better job?

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**■ CONNECTION**

*10 minutes*

Advancement requires:

- Work experience
- Education and training
- Skills and
- Attitudes

Ask participants what kinds of specific things could a person do to increase their work experience, get additional education and training, and improve skills and attitudes. What one area can anyone improve that will help in advancement? (attitude)



# Getting Ahead Worksheet



You are the Human Resource Director for The Store, a large local retail store. Jane, one of The Store supervisors is retiring. Jane worked at The Store for 20 years. In order to find a replacement for Jane you have posted notice that the job is open, inviting existing employees to apply for Jane's job as supervisor. Requirements for the job include: knowledge of company, including the jobs of cashier, sales person, and merchandise stocker. The job of supervisor at The Store also requires a high school diploma or equivalent, good organizational skills and strong skills in customer service and relating to employees. The position is full time with benefits.

Four individuals have applied for the job.

You are the Human Resources Director charged with making a recommendation to the boss on which of the four to hire.

The following is a summary of the information on each resume

**Angela**

- Cashier for 6 years
- Punctual, good attendance, courteous
- Very good evaluations
- Careful, accurate, and organized.

**Betty**

- Worked at The Store for three years
- During her first year at The Store Betty was a merchandise stocker.
- During her second year an employee in sales quit. Because Betty knew the merchandise and had excellent evaluations she was given the sales job, but with little increase in salary.
- Betty worked in sales for one year and during that year she completed program in customer service and office machines at Technology Center.
- At end of her second year there was an opening for cashier. Betty volunteered to do the job. There was a small increase in wages.
- During all three years, Betty's attendance was excellent, and she got high evaluations for her courtesy and accuracy.

**Joan**

- Worked three years experience as cashier in a mini-market
- Excellent attendance, courteous
- Very good evaluations
- No high school diploma or GED

## Getting Ahead Worksheet, continued

**Cheryl**

- Worked part time in fast food as a cook.
- Attendance good except when her child is sick
- Courteous and well liked by her fellow employees
- No high school diploma or GED

List advantages for hiring each one

	Angela	Betty	Joan	Cheryl
1.				
2.				
3.				
4.				

As Human Resource Manager who would you recommend for the job of supervisor?

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Why would you recommend that person?

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# Where to Find Better Jobs

## Key Points

Even if you are working, have some education and training, and do a really good job, you may not be aware of the better paying jobs in your community where you would be a good candidate for advancement. Finding better jobs involves training yourself to focus on four key areas of your life: relationships, places, activities, and observation.

This module involves two parts. The first introduces the topic. After the introduction, participants are asked to do an out-of-class activity and report back to the group at the next session. The first part of the module includes the sections on Awareness and Introduction and takes about 15 minutes. After the session, participants are asked to have a short conversation with another person about a job they think they might like. At the next group session participants report on that conversation and complete the module.

## Goal

The goal of this module is to raise participants' awareness of better job opportunities and to increase their confidence and skill in talking with others about job possibilities and examining the pluses and minuses of those possibilities.

## Materials Needed

A copy of the questions at the end of this module for each participant.

## Time Needed

Approximately 70 minutes total, 15 minutes during one group session and 50 minutes at a follow up session. Times will vary depending on group size.

## ■ AWARENESS

*10 min*

Introduce the activity by pointing out the importance of becoming aware of better job opportunities to further your career. As facilitator you have made a number of decisions about employment. Try to think of a personal experience that illustrates the importance of intentionally becoming aware of job opportunities. Share your experience with participants as a way to help them see the practical value of becoming more aware of job possibilities.

## Where to Find Better Jobs, continued

The example of one Families First participant may also be helpful in setting the stage for this exercise. One participant who had recently gone to work in a job that did not pay too well told of a conversation with her sister at Thanksgiving dinner. As they talked, she learned about a new factory that was opening not too far away. One of her other family members knew someone who had a similar job at a different company. As a result of the conversation at Thanksgiving dinner, the participant talked with the person who had the similar job. He told her about the kind of duties and skills required and about how much it paid at his company. The participant decided to apply for the job, got it and was able to move ahead in her career because of the information she got in two conversations.

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**■ ACTIVITY***35 min***Introduction** (5 min)

Ask each participant to talk to a friend or relative before the next class session who is working in a job that they might like to do. The person would not have to be a friend or relative, but it may be easier to talk with someone that they already feel comfortable with.

Participants should write down the questions or you can copy the last page of this module to give participants so they can remember the questions. Participants should write down the answers and bring them to the next session.

The questions are:

- What is the name of the job?
- Where do you work?
- What exactly do you do as a part of the job?
- How did you get the job?
- What are the pluses and minuses of the job?

**Task 1**

The first task is for participants to have a conversation with another person who is doing a job they might like to do using the five questions above, make written notes about what they learn about the job, and bring those notes to the next session on (Day: \_\_\_\_\_ Time: \_\_\_\_\_).

AT THE NEXT GROUP SESSION CONTINUE THE EXERCISE

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Where to Find Better Jobs, continued**Task 2** (10-15 min)

Ask participants to report on what they learned from the job conversation. As each person reports make notes on the board under the categories: 1) the person they talked with, 2) the job, 3) how they got the job, and 4) pluses and 5) minuses.

After everyone reports on their conversation discuss the experience.

**Task 3** (10-20 min)

Write the following four bullets on the board leaving some space to write below each one. Finding better jobs is a matter of -

- Who you know - relationships
- Where you go - agencies and organizations that can help you identify better jobs
- What you do - activities
- What you notice - what you observe and hear

Divide the group into smaller groups of 3-4 individuals. If the group is small, participants can work in pairs. Ask each group to brainstorm a list of possible items in one of the four categories that could help a person in finding a better job. (See Work Know How, 8.7 for guidelines for brainstorming). In small groups the group might focus on each category in turn.

- **Who you know** – relationships (examples include: co-workers, family, neighbors)
- **Where you go** – local agencies and organizations that can help you identify better jobs (examples include: Career Center, Temp Agencies, DHS Employment and Career Specialist).
- **What you do** – activities in your community (examples include: volunteering, temporary work, employer visits, education and training, job fairs)
- **What you notice** – what you observe and hear (examples include: newspapers, radio or TV, bulletin boards at the worksite, personnel office job postings, signs in the window of businesses).

Give the groups five minutes to come up with their list. Ask someone in that group to read the items they identified and write them on the board. Ask the other groups to add any items that were not identified by the others.

Where to Find Better Jobs, continued

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**■ REFLECTION***10 min*

Point out that all ideas are good ideas, but some will work better in specific situations than others. Looking at all the items that were mentioned in all four categories, ask each individual to identify what they think are the two best options for them in finding a better job in their community. The better options will have more pluses (things that are positive about the job from a participant's perspective) and fewer minuses (things that are negative). Ask each person to name the two they identified. As they do, put a check mark beside the item on the board. After everyone is finished, count the number of checkmarks beside each item. The number of checkmarks beside the different items should be an indicator of which options may hold the most promise for finding a better job in the local community. If you have time, discuss why participants chose the items they did.

**■ CONNECTION***5 min*

Point out that job advancement is a life long process of learning more, improving your skills, and taking advantage of opportunities. An important part of the advancement process is becoming aware of the possibilities.

Ask participants to identify and discuss one thing that was discussed in this exercise that they plan to follow up on as a result of this discussion.

### Questions to Ask About the Job

1. What is the name of the job?
2. Where do you work?
3. What exactly do you do as part of the job?
4. How did you get the job?
5. What are the pluses and minuses of the job?



# Job Information Online

## Key Points

This module provides specific instruction on how a participant can utilize the Internet to get job information that will help them identify good jobs and make decisions that will help them move down their career path. The module utilizes THE SOURCE. THE SOURCE is an online guide for job seekers developed by the Tennessee Department of Labor and Workforce Development. The web address for THE SOURCE is:

<http://www.state.tn.us/labor-wfd/source/>

This module consists of three separate Work Know How modules. They can be used together for a half-day session in a computer lab (especially useful if the group has to travel to another site for computer access), or separately as a part of group instruction or individual coaching. The modules are useful in job readiness training, the initial job search process or in making career decisions after employment.

## Goal

The goal of this module is 1) to use THE SOURCE, an online resource for employment information to learn about occupations of interest, 2) to examine the relationship between the compensation for specific jobs and a person's financial needs, and 3) to determine which local jobs are in demand and the requirements and compensation for those jobs.

## Materials Needed

- Computer with Internet access for each participant. In a large group, participants could work in pairs at one computer. This exercise could also be done individually with a participant as a supplement to Work Know How.
- A copy of the worksheet "Using THE SOURCE to Learn about Jobs" for each participant
- Copies of the Job Information Worksheets (found on page 6.6 of Work Know How) available for all participants.
- In order to complete the second part of the module you will need to have available either the following from the PACE Curriculum or an equivalent:
  - Reading Your Paycheck, p. 77 in PACE Curriculum
  - Developing a Spending Plan, p. 80 in the PACE Curriculum.

## Job Information Online, continued

**Time Needed**

The three modules take a total of 1 1/2 to 3 1/2 hours to complete. It contains three tasks, each requiring approximately 30-60 minutes, depending on participant skills and previous experience, as well as group size. Focusing on additional jobs or other online employment information could easily expand this module. Facilitators could focus on one task alone if that is needed or plan additional time to address all the tasks. The module can also be done in a one-on-one coaching relationship with a participant.

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**■ AWARENESS***10 minutes*

In introducing this module review the basic use of the computer with participants. Each participant will have a different level of computer skill and it is important not to "talk down" to those with considerable experience, or talk "over the heads" of those with very limited experience. In a group setting pairing two individuals to work on the same computer can strengthen their skills of those who are less experienced. Participants can teach each other many of the skills they need for this exercise, leaving the facilitator free to solve specific problems that may arise.

As you introduce the exercise make sure each participant knows how to use the Mouse and use the "back" and "forward" arrows on the web browser.

Remind participants that computer skills are important for work and that this exercise will help them practice some of those skills.

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**■ ACTIVITY***1 1/2 hours-3 hours***Introduction** (2 min)

This module consists of three different activities.

- 1) Using the Internet to learn more about specific occupations and jobs
- 2) Using the Internet to learn more about local occupations and jobs
- 3) Comparing wage data from selected jobs to participants' financial needs and resources as a way to evaluate potential employment or advancement opportunities.

Each activity will take from 30-60 minutes. The activities can be completed separately as individual learning modules or can be done consecutively, separated by short breaks.



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**■ ACTIVITY 1***30-60 min*

This task involves getting information on a job or occupation that you might be interested in using THE SOURCE, Tennessee's source for employment information.

The first step is to use the worksheet "Using THE SOURCE to Learn about Jobs" to identify a job of interest and learn about that job.

The second step is to record the information on that job using the Job Information Worksheet (found on page 6.6 of Work Know How).

The third step is for participants to discuss what they learned. This gives everyone a chance to learn what others have discovered about other jobs.

As the group discusses their experience note common themes on the board and answer any questions that come up.

---

**■ ACTIVITY 2***30-60 min*

This activity focuses on jobs available in a specific area. Participants are encouraged to examine labor market information and job availability in their local community. Sometimes, depending on location, it may be useful to look at information from surrounding areas.

Use the worksheet "Looking for Jobs in Your Area" or write the following steps on the board for participants to follow:

- 1) Use the worksheet "Using THE SOURCE to Learn about Jobs" follow steps 1-4
- 2) This time choose- **Areas - The job market in a specific area**
- 3) Then go to "**Counties**" and select your particular county.
- 4) Then go to "**Occupation**" and select an occupation by scrolling the list
- 5) Click on "**Continue.**"
- 6) Then look at the job information for "**Job Duties,**" "**Wages,**" and "**Future Employment**"
- 7) Make some notes on the jobs information you found on your Job Information Sheet.

Ask participants report what they found about local employment opportunities. Make notes about common themes and interesting information on the board. Allow time for questions.

**■ ACTIVITY 3**

40-60 min

The purpose of this task is to compare local wage data from participants' research on jobs they would like to their monthly expenses. Learning how to make this comparison will help in evaluating jobs as well as making decisions concerning advancement.

Ask participants to look at one of the jobs that they identified on the Job Information Sheet noting the hourly wage of that job.

On the board write an example of the hourly wage (perhaps \$7.56), multiplying it by the number of hours worked per day (8 hours usually) and the number of working days in the month (20-22). Multiplying these three items results in an estimate of gross wages. Explain that this amount does not include taxes withheld or additional income resources such as food stamps.

Some participants may have completed the PACE component of Families First. If they have completed PACE they can use the "Spending Plan" they developed as a part of PACE (see p. 80). If participants have not completed PACE or experienced a similar type of training, you may want to ask a PACE facilitator to help them complete the following modules from PACE. You may also be able to use an alternative resource in helping them determine their monthly expenses.

PACE Curriculum modules:

***"Reading Your Paycheck,"*** p. 77 in PACE Curriculum.

This shows how deductions are figured.

***"Developing a Spending Plan,"*** p. 80 in the PACE Curriculum.

This module focuses on developing a spending plan based on income and expenses.

Ask participants to compare the wages offered by the job and their monthly expenses. If their expenses far exceed the wages provided by the job, pursuing the job may not be a smart thing to do, especially at this point in their career. On the other hand, the comparison can also help participants see the economic value of higher paying jobs and how those jobs can positively affect their monthly budget.

The point of this exercise is to learn how to compare labor market information on hourly wage in your local area with a participant's

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Job Information Online, continued

financial needs. This can be very useful in evaluating different jobs as well as planning ahead for additional training. The value of additional training or work experience becomes very clear as participants examine the requirements and wages for different jobs and compare them with their financial needs.

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**■ REFLECTION***10 min*

Good information about jobs is important in selecting the right job to begin with, and also important in making decisions about further training or moving to another job.

- Ask volunteers to identify and talk about one thing they learned that was surprising.
- Ask participant to identify one question that they would like to get more information on.

---

**■ CONNECTION***5 min*

Point out that participants can always get more information on jobs by going to the Public Library or the Career Center where they can find “THE SOURCE” on the Internet. Job information is also available in print form at both the Public Library and the Career Center.

# Using the Source to Learn about Jobs



1

<http://www.state.tn.us/labor-wfd/source/>

This is the "Web Address" for the Source.  
Type it in the white box at the top of the browser to the right of the word "Address."

2

Then click your mouse on



3

Find ( at the top left of the page) & click on



4

Then click your mouse on

**Choose a category.**

The next screen will ask you to  
choose a category

5



← Choose "**Occupations**"  
by clicking your mouse  
on this picture

**Occupations**—Wages, job demand, and  
employers for an occupation

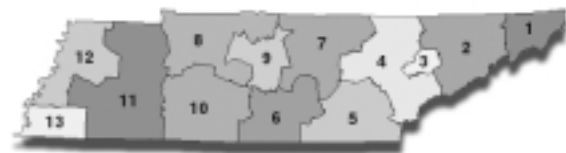
6

Choose an area  
Then you will be asked to  
choose an area of the state.



7

Pick the area that you live in and  
click your mouse on that place.



8

The page asks you,  
"How would you like to  
choose an occupation?"

To choose from groups of occupations  
with similar work activities,  
click the Type of work button

**Type of Work**

← Click your mouse.

Then...

**Choose an occupation group**

Look and see what you find

**9**

To choose an occupation by searching for a keyword, type word(s) in the blank and click the Begin Search button.

Type keyword here:

Type the words that sound like the job you are looking for.

Then click your mouse here.

**Begin Search**

or

Search Using these buttons

**Titles**

← If you know the kind of job you want to look for click here

**Descriptions**

← If you don't know the title but can describe the job click here.

**10**

If you already have an occupational title in mind, click the All Occupations button

**All Occupations**

to choose from an alphabetical list.

**11**

Choose an occupation and click Continue.

**Continue**

← Click your mouse.

**12**

Select either:



### **Job Duties and Training Times**

Note the short description of the job and the education required.



### **Wages**

The average wage is the amount per hour you might expect to get when you are doing this job.

Remember, this is the average amount. It could actually be a little higher or lower, depending on the circumstances.



### **Future Employment Outlook**

Compare the specific job on line one to all jobs, line two, and you can get a sense of how much future demand there will be for the job you are looking at.

**13**

After looking up the information on the job, what do you think?

Rate the job on the Job Information Sheet

# Looking for Jobs in Your Area



The purpose of this exercise is to use THE SOURCE, Tennessee's online source of job information to learn about jobs in your area.

Use the worksheet "Looking for Jobs in Your Area" or write the following steps on the board for participants to follow:

- 1) Use the worksheet "Using THE SOURCE to Learn about Jobs" and follow steps 1-4.
- 2) At the conclusion of step 4, choose: **Areas - The job market in a specific area.**
- 3) Then go to "**Counties**" and select your particular county.
- 4) Then go to "**Occupation**" and select an occupation by scrolling down the list until you see the one you want to look at.
- 5) Click on "**Continue**."
- 6) Then look at the job information for "**Job Duties**," "**Wages**," and "**Future Employment**." Job duties involve things you actually do when you have that job. Wages is the compensation. Future employment tells you whether the jobs in the area you are looking at are increasing or decreasing— whether they are more "in demand" or less "in demand."
- 7) Use a copy of the Job Information Sheet to make notes on the information you found on the job. Especially note the duties, educational requirements, wages and future employment.



# Web Hunt

## Key Points

The Internet is a great place to get information about jobs. Learning a few simple search procedures will provide important information on job possibilities and career possibilities both in their local communities and beyond.

This module is useful for participants who are in job readiness preparation, those searching for a job, and those who are working who are trying to make decisions about their career path or further employment opportunities.

The module assumes that participants have some computer experience and skill. Depending on the skills of those participating you may want to utilize the alternatives to the Web Hunt Worksheet suggested in the text suggesting specific job information sites rather than the use of search engines. This approach may be easier for participants with limited computer experience.

## Goal

The goal of this module is to practice using an Internet Search Engine to find information on occupations, jobs and employment, and to compare that information to local job information and availability.

## Materials Needed

- Computer with Internet access for each participant. In a large group, participants could work in pairs at one computer. This exercise could also be done individually with a participant as a supplement to Work Know How.
- Copies of the Web Hunt Worksheet. Note the alternative ways to facilitate this module. Facilitators should choose which is more appropriate for their situation.
- Copies of the Job Information Worksheets (found on page 6.6 of Work Know How) available for all participants.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 min

Explain to participants that there is a huge amount of information available on the World Wide Web about any topic that you can imagine, including employment. During this exercise you should notice that it is possible to gather a lot of information from many different parts of the world in minutes.

## Web Hunt, continued

In this exercise you will use a web browser (Netscape or Internet Explorer) to get to a web site that will allow you to do a search for information on the Internet.

Start by loading the browser program (Netscape or Internet Explorer). In the address box type the name of the following search engine and hit the enter key.

**<http://www.google.com/>**

As an alternative for more advanced participants, other search engines can also be used. Using different search engines produces different results and is a way to get additional job information for more advanced users. The following are three additional search engines that might be useful.

**[www.Altavista.com](http://www.Altavista.com)**

**[www.Yahoo.com](http://www.Yahoo.com)**

**[www.Hotbot.com](http://www.Hotbot.com)**

Explain to participants that it is very important that they write the address or URL accurately in the address box.

In the search box of Google, type "East Timor" and click on the button "Google Search." Hand out the Web Hunt Worksheet and ask participants to answer the questions on East Timor. You could choose almost any topic. East Timor was chosen because it is an area that is not well known, and demonstrates the power of a search engine to quickly locate information.

**"East Timor"**

What Search engine(s) did you use? \_\_\_\_\_

\_\_\_\_\_

How many results did you get? \_\_\_\_\_

What is East Timor? \_\_\_\_\_

Where is East Timor? \_\_\_\_\_

What is the site or URL where you found  
the most information about this topic? \_\_\_\_\_

What is the official language of East Timor? \_\_\_\_\_



## Web Hunt, continued

What was one other interesting thing you learned about East Timor?

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Take a few minutes and discuss what participants discovered about East Timor.

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## ■ ACTIVITY

35 min

### Task 1 (10-15 min)

Ask participants to take their Web Hunt Worksheet and search for information on the three jobs listed: “Clerical Jobs,” “Nursing Jobs,” and “Machine Operator Jobs.” Ask them to complete a Job Information Worksheet on each job.

As an alternative to the use of the search engine for participants new to the Internet, ask participants to type the following addresses related to the three job areas and look at three particular job listings in each area, making notes about the duties, wages and other information. After everyone has a chance to complete the task ask participants to report what they learned to the group.

If you use this alternative, you should write the following information on the board:

**Clerical Job**      <http://www.nationjob.com/admin/>

**Nursing Job**      <http://www.greatnurse.com/> Go to “Jobs” and click on “View Jobs”

**Machinist Job**      <http://www.thinkjobs.com/> Go to line titled “Keyword” and type “machinist” and hit the “Go” button. Click on two of the jobs listed to learn more about machinists.

### Task 2 (5-10 min)

Now ask participants to search for another specific job or occupation they would like to know about. They should think of the job and type it in the search line of Google and hit the enter key. Encourage them to look

## Web Hunt, continued

at several of the resources listed on the search results and to complete a Job Information Worksheet on the results. For more advanced computer users, encourage them to use more than one search engine in order to broaden the results of their search.

**Task 3** (10-15 min)

Ask participants to use “Using THE SOURCE to Learn About Jobs Worksheet” found in the module “Job Information Online” to compare the jobs they found online with the jobs available in their local community.

The web address for the source is:

<http://www.state.tn.us/labor-wfd/source/>

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**REFLECTION**

10 min

Ask participants, “How did the information that you found on the Internet about the job you looked at compare to the local job information you found on THE SOURCE?”

If the job you want is not found in your community what could you do to find a job like you want? Ask the group to brainstorm some possibilities. (Possible answers might include: move to another community, work in a different job now that could lead to the job I want later, after my children are older and I have more experience and training).

Was it hard to search the Internet?

---

**CONNECTION**

10 min

What other topics could you look for using the Internet?

Examples might include:

- Maps (see Yahoo)
- Weather forecast (Weather.com)
- Available stores
- Local community activities (search for “name of your community”)
- Job postings (look for employment opportunities under “your community” or under the jobs you searched for in the first part of this exercise.

## Web Hunt, continued

If you have time, you may want to demonstrate how participants might find this information.

Point out to participants that the Internet is an easy way to get a lot of information on employment possibilities very quickly, but that you still have to plan ahead, and follow through with your calls and visits to be successful.

# Web Hunt Worksheet



Start by loading the browser program (Netscape or Internet Explorer). In the address box type the name of the following search engine and hit the enter key.

**<http://www.google.com/>**

Try using one of the above Search Engines to find information about this topic:

## **"East Timor"**

What Search engine(s) did you use? \_\_\_\_\_ How many results did you get? \_\_\_\_\_

What is East Timor? \_\_\_\_\_ Where is East Timor? \_\_\_\_\_

What is the site or URL where you found the most information about this topic? \_\_\_\_\_

What is the official language of East Timor? \_\_\_\_\_

What was one other interesting thing you learned about East Timor? \_\_\_\_\_

---

Now use the search engines to find information about the following jobs, careers and occupations:

"Clerical Job"

"Nursing Job"

"Machinist Job"

Use the Job Information Worksheet to write down the information you find.

The Web address for THE Source, Tennessee's online job information resource is:

**<http://www.state.tn.us/labor-wfd/source/>**



# Managing Your life

*“Even if you can’t directly change the way you feel you can change the way you think, and that then changes the way you feel.”*

— Ian McDermott and Ian Shircore, *Manage Yourself, Manage Your Life*

Thinking about the complex issues of life in planning for unexpected changes are important skills. This module focuses on the process of planning to overcome obstacles to successful employment.

<b>Introduction .....</b>	<b>8.1</b>
<b>Overcoming Employment Obstacles.....</b>	<b>8.3</b>
* <i>Brainstorming Guidelines.....</i>	<i>8.7</i>
<b>Thinking Through Obstacles .....</b>	<b>8.9</b>
\ <i>Families First Obstacle Map .....</i>	<i>8.13</i>
<b>Stress Management .....</b>	<b>8.15</b>



# Overcoming Employment Obstacles

## Key Points

Moving from public assistance to employment and self-sufficiency can be a challenging process. Families First participants may encounter numerous obstacles along the way. The number and type of obstacles differ for each participant. Drawing on the support and successful experiences of others can help in overcoming obstacles. Identifying obstacles through experience is an effective way to remember possible solutions.

## Goals

The goal of this module is: 1) to identify common obstacles to employment and 2) explore strategies for overcoming the obstacles.

## Materials & Preparation

**Brainstorming Guidelines Sheet** (page 8.7), Masking tape, flip chart paper, colored markers, hula hoops, broom sticks, cardboard boxes, art materials or any other available creative objects that can help make the obstacles “physical.”

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 minutes

Ask the participants: “Does anyone know what the word *obstacle* means?” Participants may respond by saying that an obstacle is something that gets in the way.

Follow up by asking: “Have any of you seen a race where the runner has to jump over obstacles such as hurdles in a track meet?”

Explain in track, runners run a specific distance jumping over a number of these hurdles. Summarize by pointing out that obstacles can be hard to jump over.

Ask participants to name an obstacle that they had to deal with to get to the class this morning.

Ask the group to brainstorm about obstacles that they have experienced that get in the way of employment. Write them on the board or flip chart. (See attached worksheet on Brainstorming Guidelines for more information).

## Overcoming Employment Obstacles, continued

Of the items on the list of obstacles, choose 4-6 of the more common ones. The number chosen will depend on the size of your group. This exercise will work better if there are at least 2-3 participants working on each obstacle selected. For a small group, you may want to focus on a single obstacle at a time, or do two obstacles in sequence.

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**■ ACTIVITY***35 minutes*

The set up and materials for this exercise can be very simple or more creative. You could set up a “starting point” at one end of the room, perhaps a chair symbolic of the waiting room in a DHS office, and a goal point on the other side of the room, such as a job.

**Introduction** *(2 min)*

Introduce the exercise by saying that the group is going to focus on a number of important obstacles that Families First participants encounter as they work toward self sufficiency and successful employment.

Use the shorter list of obstacles that you selected from the list of brainstormed obstacles the group discussed in the “awareness” section.

Write the name of each of the obstacles on the top of a piece of flip chart paper, leaving room to write below.

**Task 1** *(10-20 min)*

The number of obstacles used will depend on the number of participants and the time available.

Either assign participants to groups corresponding to the obstacles written on the pieces of flip chart paper or ask them to choose one obstacle to work on.

Each group will work together to identify possible solutions to the obstacle. They should have 10-15 minutes (depending on the number of people involved). It usually works better if the solutions come from participants’ experience, or things that they have heard that actually work. Ask each group to record their solutions using bullets on flip chart paper and select a spokesperson to report to the larger group.

At the conclusion of this task, ask each spokesperson to read their solutions to the larger group.

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Overcoming Employment Obstacles, continued**Task 2** (15 min)

The second task is for each group to create a physical representation of the obstacle. They should be as creative as they can be. Encourage them to use any materials available. Items commonly available in the classroom such as chairs and tables, paper, tape, and markers are very useful. Inexpensive items such as balloons and crepe paper streamers also work very well. The groups are to create some object that represents the obstacle.

Example: From a participant's perspective, the steps that they need to go through to enroll in Families First and attend a learning program may feel like "hoops" that they have to "jump through". One idea might be to make a series of hoops, perhaps even using something like "hula hoops," labeling each one, "meeting with Case Manager," "complete PRP," etc. These hoops would be arranged in such a way that they show how hard it is for the participant to climb through them.

Each of the representations of the different obstacles should be displayed at different places in the room. Participants may want to help decide where, and how they should be arranged.

The sheet of flip chart paper describing the solutions for each obstacle should be posted beside the physical representation of the obstacle.

**Task 3** (10-20 min)

Ask each group in turn to describe their obstacle and the solutions that they identified to help overcome the obstacle. Lead the applause when each group finishes.

---

**REFLECTION***10 minutes*

Ask the group:

"What do these solutions have in common?" Usually there is at least one thing that is similar. An example might be that if there were three obstacles depicted in a classroom, one thing that they all might have in common is that every group came up with at least five solutions for their obstacle.

"Are there other things that you can do to help overcome obstacles?"

One example would be to calm down and think. Another idea would be to think about what has worked in similar situations. It also might be helpful to think about whom you could call to get help (remind them about their "networks").



## Overcoming Employment Obstacles, continued

Ask them to get with a partner and have each answer these questions:

“What are two obstacles to employment that I know I have to face?”

“How can I overcome them?”

Give everyone an index card or a piece of paper and ask them to write their answers. Walk around and check with participants as they write their answers.

Have several volunteers read what they have written “popcorn style” (a few random examples that various participants volunteer to share).

In concluding, point out that all these obstacles do have a solution even though they may not know what it is. Other people and resources can help them identify solutions and get help.

---

**■ CONNECTION**

*10 minutes*

Ask participants to think about additional areas of life where they might encounter obstacles and to name several examples. One example might be children who don’t get along or how to fix a broken appliance at home. Choose one example and write it on the board or flip chart. Have the group identify possible solutions and write those on the board or flip chart. Ask them also to help identify other possible resources that could be useful in overcoming the obstacle.

# Brainstorming



*“The best way to get a good idea is to get a lot of ideas.”*

—Linus Pauling, Two-time Nobel Laureate

## Facilitator Instructions

Brainstorming is a small group technique to help participants focus on a topic and develop a large number of options or solutions. It allows for different ideas and helps to identify alternative solutions to problems. Brainstorming results in a list of alternatives. It provides a safe framework for participation, analysis of ideas, and isolation of solutions. The technique creates a team environment to generate new ideas.

Brainstorming can be used to identify different solutions to a problem, possible answers to a question, or as a way to review or introduce information. Regular use of brainstorming in a class can increase language skills and develop creative thinking by providing practice participants the opportunity to quickly focusing on an issue and generating ideas.

## Guidelines for Brainstorming (Share these with the group)

- Concentrate on the topic
- Wait for an opening
- Call out what pops into your head
- Try to fill the silence
- Repeat your idea until it is recorded
- Be positive. No put-downs
- Stay focused. Don't get off the topic
- Share your idea, but don't give a speech. Short answers are best
- Record the group's ideas on the board or flip chart. Abbreviate where you can to save time writing
- Record everything
- Don't analyze or evaluate. That can come later. The purpose of brainstorming is to identify alternative ideas, not to make a decision
- Allow time for people to think



# Thinking Through Obstacles

## Key Points

Employment obstacles are sometimes hard to think through. Deciding which solution is the best one can be a challenge. Mind mapping is a very useful and important way to think through different solutions to an obstacle and their results. Having a greater sense of the range of possible solutions to an employment obstacle and their results can help participants deal with an obstacle more effectively.

## Goals

The goal of this module is: 1) to better understand employment obstacles that a Families First participant might face, and 2) to practice thinking through obstacles using the technique of mind mapping.

When the exercise is completed, each participant should have a picture of some key obstacles that they face as a Families First participant along with alternatives and some analysis of each. This exercise should help participants in identifying, describing, and thinking through the pluses and minuses of alternative solutions to deal with obstacles.

## Materials & Preparation

- A local road map, masking tape, flip chart paper, colored markers, large yellow “stickies,” paper and pencil for each participant.
- A chalk board or flip chart to write on.
- Copy of Obstacle Map for each participant. The facilitator may want to refer to the tool “Mind Mapping as a Learning Method,” found in Chapter 2 of *Work Know How*.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

10 minutes

Display a printed road map of your local community. Ask each participant to identify where on the map they live.

Briefly discuss the experience with the group. “Was it hard to find where you live? Did the map make it easier to tell someone else where you live?”

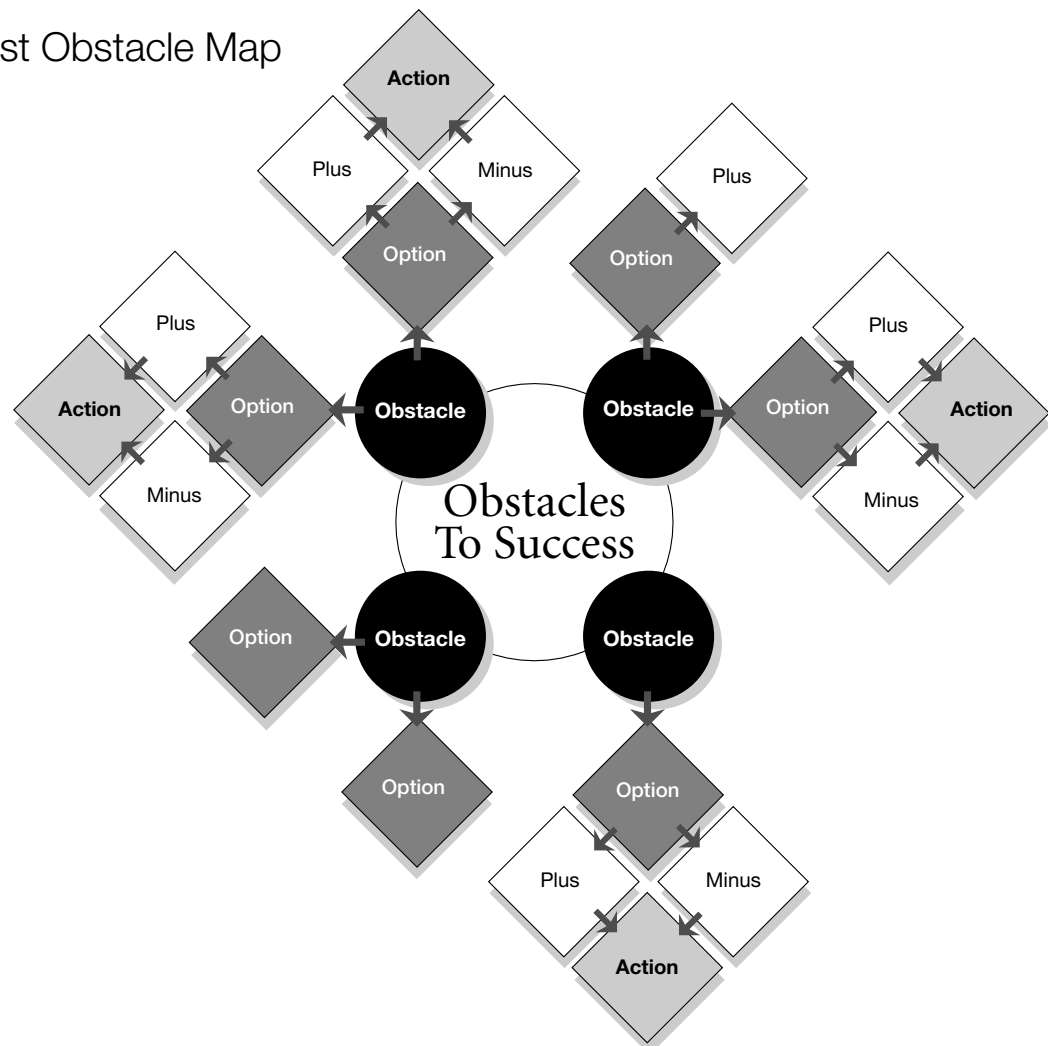
Explain to the group: “A map is a picture that helps a person understand a location- where something is. Today we are going to create an Obstacle Map.”

## ■ ACTIVITY

You will need a flip chart or chalkboard for this activity. The room should be set up so participants can see the board.

Explain to participants:

## Families First Obstacle Map



## Thinking Through Obstacles, continued

**Task 1** (15-20 min)

Make a general obstacle map for Families First. Note the example on page 8.10.

Ask the participants to identify the main obstacles that a person in Families First might face. Write those on a piece of flip chart paper or on the board. Discuss them with the group and identify 4-5 that they think are the most important or difficult.

On the board or a sheet of flip chart paper write “Families First Obstacles” in a rectangle in the middle. Be sure to leave plenty of room around the rectangle. Write each of the obstacles that the participants agreed on in another rectangle positioned around the central rectangle with the words “Families First Obstacles” written in it. An example might be “transportation.”

Take each in turn, and identify why or what makes it an obstacle. Write those things on the board or on large yellow “stickies” touching the name of the obstacle. For transportation, examples might be: “no car,” “too far from the bus line,” “time for day care conflicts with bus schedule.”

For each of these, identify alternatives for dealing with the obstacle. For “no car” alternatives might be: “borrow a car,” “ride with a neighbor,” “buy a car.”

For each alternative, draw another box listing the “pluses” and “minuses” of each. For “borrowing a car” these might be: “plus:” less cost, “minus:” unreliable. After looking at the pluses and minuses of the alternative, draw another box outside those squares and write “action” in it. Decide what you will do as a result of the information that you have gained so far. In this case, the action might be “don’t borrow a car to get to Families First.” Options for action could include, “discard the option,” “get more information,” or a description of the next step to take.

The purpose of this part of the learning module is not to identify all the details of each obstacle, but to show the participants how to map an obstacle. You may not be able to finish the general mind map in the time allotted, but you should be able to complete enough of it that the participants will understand how to do their own obstacle map.

**Task 2** (15-20 min)

Ask each person to make a mind map of the obstacles that they face in Families First. Remind them how to make the mind map and how to

## Thinking Through Obstacles, continued

make their own obstacle map. Their map will probably not be exactly like the general obstacle map that the group developed in Task 1.

Use the attached handout or walk the group through the following steps:

1. *Start with a rectangle in the middle of a piece of paper. Write the words “Obstacles to Success” in the middle of it.*
2. *Draw a square beside the rectangle and put the word describing a specific obstacle that you face as a participant in Families First.*
3. *Think of options or alternatives to deal with the obstacle. Write each of them in a circle and connect it to the specific obstacle.*
4. *Make two smaller rectangles next to each of the circles describing the alternatives. Use these rectangles to describe the “pluses” and “minuses” of each alternative. Connect each of these smaller rectangles to the circle with the alternative written in it.*
5. *When you have completed Steps 3 and 4 for each obstacle, take a minute and think about the alternatives and their pluses and minuses. By this time, some alternatives will look a lot more practical than others.*
6. *Connect one square to each of the alternatives and write “Action” in it. In the square with the word “Action,” write what you have decided to do about the alternative for dealing with the obstacle.*
7. *When you are finished, you should have identified some of the obstacles that you face in Families First, several alternatives to dealing with them, the pluses and minuses of the alternatives, and some action that you will take based on your thinking through this mind map.*

---

**■ REFLECTION**

*10 minutes*

Ask each person to take a turn explaining one obstacle on his or her obstacle map to the group. As other participants discuss their obstacles, alternatives, and actions, encourage everyone to add things that they had not thought of to their own obstacle map.

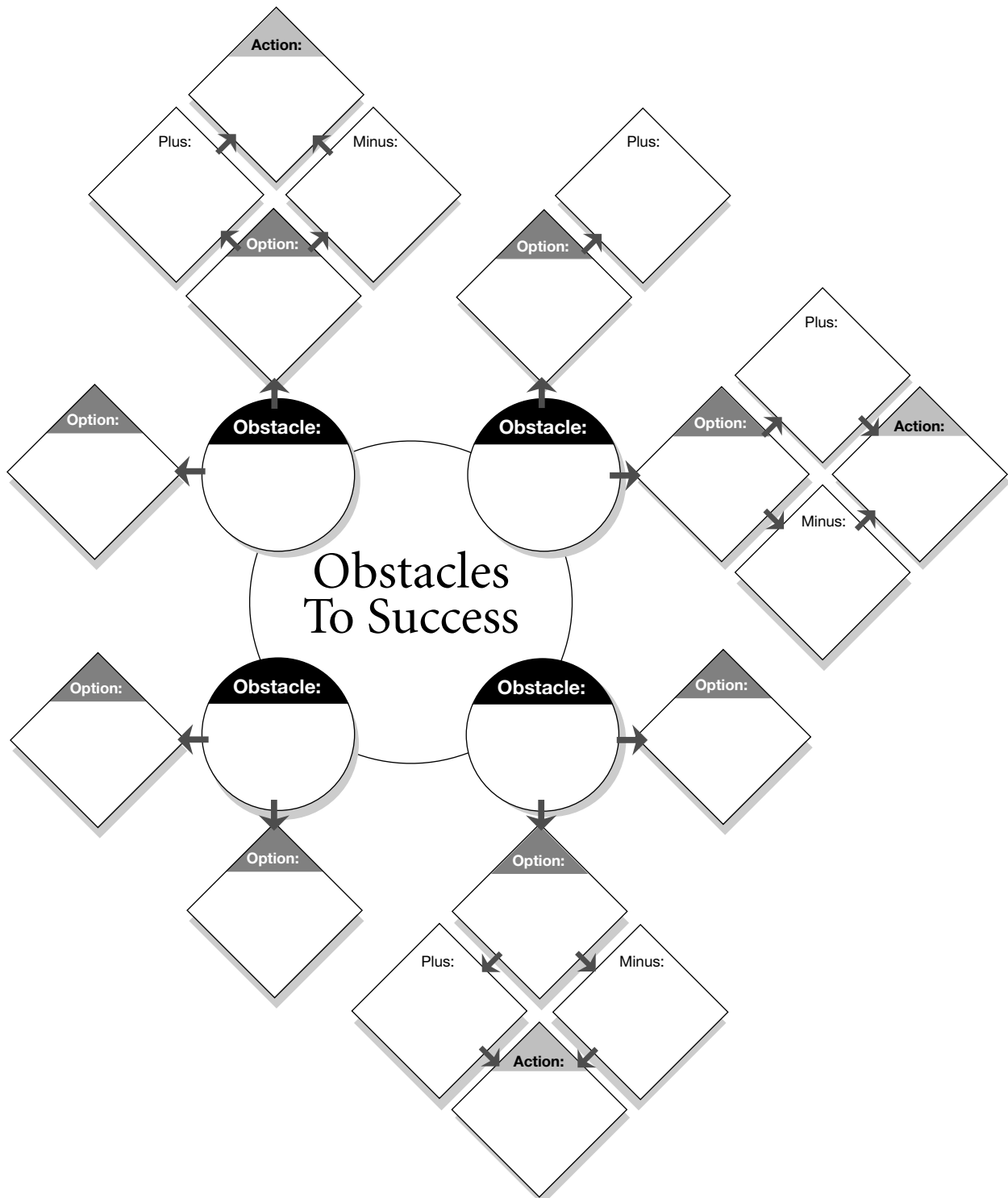
Ask participants to share one thing they learned about obstacles that they didn't know before doing this exercise.

Conclude by pointing out that mind mapping can be used to help think through lots of questions and problems, such as the steps involved in getting a job, different ways to provide day care, or analyzing skills required in doing a particular job. If time permits, the facilitator might demonstrate by showing participants a mind map focused on another issue important to participants in Families First.



# Families First Obstacle Map

Name: \_\_\_\_\_





# Stress Management

## Key Points

Being an employee and a family member can be very stressful. Stress can act as a barrier, inhibiting a person's ability to do a good job, be a good parent, or enjoy life. Identifying the cause of stress and finding constructive ways to deal with it can be beneficial to one's health and outlook on life. Managing stress is a skill that can be learned, and with practice, improved.

## Goals

The goal of this module is for the participants to be able to identify the warning signs of stress and to learn several strategies for managing stress in their lives. Participants will practice the techniques that promote relaxation.

## Materials & Preparation

None.

## Time Needed

Approximately 60 minutes, depending on group size.

## ■ AWARENESS

*10 minutes*

Ask participants: "What is stress?" (This is a difficult question to answer because stress is a feeling that may show itself symptomatically - "She is nervous and uptight.") Explain that you want to identify what it means to be "stressed out."

Ask for a volunteer to help demonstrate what a stressed person would look like. As the participant demonstrates stress, ask the others to help identify the symptoms. Write them on the board or flip chart.

Point out that there are many symptoms of stress. Use the following list to point out some examples, in addition to the ones already identified.

- |  |  |
|--|--|
| — Increased heart rate                                     | — Poor appetite, lack of sleep               |
| — Friends' frequent comments to "slow down" or "chill out" | — Lack of concentration                      |
| — Can't sleep  | — Inability to stop thinking about something |
| — Shallow breathing  | — Feelings of helplessness                   |
| — Flushed face   | — Frequent mistakes                          |
| — Hands shaking with irritation                            | — Excess weight gain or loss                 |
| — Stiff neck   | — ANY thoughts of suicide                    |
| — Extremely cold or warm hands                             |  |



Stress Management, continued

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**■ ACTIVITY**

35 minutes

**Introduction** (2 min)

Provide participants with some general information about stress. You may want to use the following “script” to introduce this activity:

*What causes stress? Stress is caused by our reaction to unpleasant or bad experiences in life. Divorce, a lack of money, problems with children, all these things can cause stress. Events that most people would describe as good also can cause stress, like vacations or weddings, or taking a trip. Almost every experience in life can cause stress at one time or another.*

*Stress can be good. It actually helps a person feel alive and energetic.*

*Too much stress can hurt your physical and mental health. All people have stress in their lives all the time. A person may not be able to change the stress, but can change the way they react to it. The activity today is going to focus on ways to manage stress.*

**Task 1** (10-20 min)

Introduce the task, telling participants that every person manages stress differently. “Every individual has her or his own way of dealing with stress. Not every strategy works well for every person. Each person has to decide the best combination of strategies for herself. Today we will practice two strategies for dealing with stress that can work in lots of different situations. Some of you may already use these strategies. This will be your chance to practice and help others.”

**Practicing Relaxation**

Lead participants through the following exercise.

Begin by pointing out that relaxation can be practiced, at home, on a break at work, almost anywhere. Tell them that today they are going to practice a technique for relaxation that can help them deal with stress. Use a calm voice to go through the following routine with your group:

- *One reason a person feels stress is that her muscles are actually constricted or tight. Sometimes a stressed person is literally “up-tight.”*
- *To relax your muscle, sit comfortably with your back straight.*
- *Begin by making a fist as tight as you can. Hold it, then relax. Notice how much better your hand feels when it is relaxed.*
- *Now we will tense and relax different muscle groups one at a time. Tense the muscles in your face. Tighten the muscles in your face. Then relax.*
- *Move to another muscle group, such as the shoulder. Raise your shoulders up. Hold the tension for a few seconds and then relax.*

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Stress Management, continued

- *Focus on each muscle group in turn, tensing and relaxing: arms, chest, back, stomach, legs, or feet.*
- *The key is to focus on the muscle group, tense the muscle, hold the tension for a few seconds, and then release it.*
- *Try to notice the contrast between the tight and relaxed muscle.*
- *Feel the warmth as blood flow increases into the relaxed area.*
- *Do this for as many muscle groups as you can in the time that you have.*

*Learning how to relax can help you literally feel better, no matter how stressful life may seem. After practicing this technique several times, you'll learn to relax more deeply.*

**Task 2** (10 min)

It may be useful to take a short break before continuing to facilitate the second exercise.

Introduce and facilitate the following exercise:

The second strategy for managing stress that the group will practice is called **"Take a Deep Breath."**

Often when a person is stressed, their breathing is "shallow," and their stomach and chest muscles are tight. Learning how to practice deeper, abdominal breathing can help a person relax and manage stress. Describe how to take a deep breath by going through the following routine with the group:

- *Put your hand on your stomach*
- *Slowly breathe in, filling your lungs as much as possible.*
- *Let your stomach relax and expand. If you are breathing deeply, your hand will push out when your stomach expands.*
- *Hold your breath for a few seconds.*
- *Then slowly exhale until your lungs feel empty.*

*Repeat the process of taking a deep breath five or more times. After you practice taking a deep breath for a while, you will notice when your breathing becomes shallow or you are becoming up-tight. Sometimes taking a few deep breaths right at the time you begin to feel the stress can help you manage stress before it becomes too much to handle. You can take a deep breath almost anywhere: on the job, traveling, at home, even shopping.*

## Stress Management, continued

**Task 3** (10 minutes)

Write “Relaxation” and “Take a deep breath” on the board and ask the participants to think about their own approaches for dealing with stress. Ask participants to identify which strategy appeals to them the most as a way to deal with stress. Write the strategies on the board or flip chart and discuss each one. Ask others in the group if they use the strategy and if it is effective. Below are additional ways to handle stress that you can add if the participants don’t mention them.

**Other Stress Strategies:**

1. Don’t go it alone. Groups of friends, family, classmates, or co-workers help to provide a sense of belonging and can provide a lot of support and care in a stressful situation.
2. Plan and manage time. Learning how to manage time, plan ahead and make lists can also help in managing stress.
3. Who’s responsible? Learning how to get clear on who is responsible for what can be a way to lower stress.
4. Learn to say “No.” Learning how to say “no” is sometimes a good way to manage stress.
5. Take a break. Sometimes a nap, a break, a walk, a good movie — getting away, even if it is only a few minutes — can help in managing stress.
6. Exercise. Exercise is a great way to help manage stress. Examples might include gardening, walking, and swimming.
7. Rest—a good night’s sleep can lower stress.

People who have a lot of stress often say they are tired or rundown. Some stress can come from a lack of rest or sleep. Being tired can drain your energy and increase stress. When life is filled with stress, it’s hard to focus and sometimes hard to see where life is going. Stress can lead to negative feelings. Getting enough sleep is important. Try to set a schedule for rest and stick to it as much as you can. Exercise and physical activity can also help you rest better.

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**■ REFLECTION***10 minutes*

Ask each participant to identify one time when they felt especially stressed. This could be at home, in school, at work, or anywhere. Ask each to briefly tell about the stressful situation.

Ask each participant to identify one strategy they think would have helped them to deal with that experience of stress.

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Stress Management, continued

Reminder to participants: Make sure that participants are aware that stress is not always something that they can solve by themselves. Sometimes professional help will be needed and no simple remedies will suffice. Some experiences of stress are so intense that they take a long time and additional assistance to manage them effectively.

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**■ CONNECTION***10 minutes*

Point out that stress management can be practiced in almost any situation, but managing stress is different at home and on the job. Explain that the exercises may need to be modified depending on their situation. “For example, at home it may be perfectly acceptable to practice relaxing your muscles while lying down. At work or in a training workshop that practice would be inappropriate. Sitting in a chair and taking a deep breath is appropriate in many settings, but placing your hand on your stomach in a work setting may not be appropriate.”

Conclude by asking participants:

“Pay attention to the times that you experience stress during the next day or so. Note at least one experience of stress, how it felt, what you did about it, and what happened.” Tell them that you will ask them to report what they learned during the next session. “Experiment with taking a deep breath or trying to relax your muscles.”

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